ENGLISH IN BUSINESS

DUDLEY MILES

ENGLISH IN BUSINESS

FOR STUDENTS IN COMMERCIAL AND GENERAL SECONDARY SCHOOLS

By

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THE RONALD PRESS COMPANY
NEW YORK

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PREFACE

This book is for students who are going out into active life rather than for those who go on to college. It will meet the needs of those commercial high schools that train exclusively for a business career. It will also meet the needs of the general high schools with commercial departments or elective courses in business, for it contains the fundamentals of good writing for any purpose whatever. It should prove useful in all those continuation and corporation schools that give training to boys and girls who have gone to work before securing a high school diploma. In short, it is designed to meet the needs of all secondary schools that pursue the larger aims of business education.

Business men are no longer content with beginners who have been prepared merely as stenographers and bookkeepers. Commercial courses, to be sure, endeavor to train young people to do one thing, or a few related things, with skill and accuracy. But they also endeavor to furnish wide knowledge of the whole business field, so that the pupil may pass easily from his first position into those business activities which his or her peculiar abilities will make most congenial.

In this wider training, the instruction in English is of prime importance. As the Committee on Business Education[1] phrases it: "English is the most fundamental, universal, and important subject of the commercial curricu-

[1] The Committee on Business Education of the Commission on the Reorganization of Secondary Education, appointed by the National Education Association.

lum." But, to be of most value, English teaching must place the emphasis on the right matters. The best thinking of the country on this problem is to be found summarized in the report, "Business Education in Secondary Schools." The emphasis there placed on such matters as oral composition and commercial correspondence is reflected in the present volume, "English in Business."

During the last few years, moreover, teachers of English have been engaged in a systematic search for the most direct and effective methods of teaching. Three matters have been settled upon as guide-posts for all who try to lead others to express ideas, whether in the set forms of discourse or in the situations common to business and industrial life.

1. *What to include.* Successful teaching can exist only where the essential topics have been selected. Once selected, these topics can not only be made clear to every student but can be given such emphasis and reiteration that the student may gain a mastery of them. The results of the many experiments and investigations to determine what is actually essential have been winnowed out by the Committee on Economy of Time of the National Council of Teachers of English.

The report of this committee is followed in this book, which presents only the topics that seem indispensable to learning how to express one's thoughts in the English language.

2. *How to advance.* As to this also teachers are coming to substantial agreement. "Master one thing at a time," is the slogan for success. In this book the slogan is definitely applied. Certain sections in Parts I and III are marked with a star as representing the minimum require-

ments established by various scientific studies referred to above. *These minima should be mastered. Merely to cover them in the book is not sufficient. The principles and forms should become second nature to the pupil. At least three-quarters of each class should be brought to a 100 per cent attainment in these essentials.* Without this mastery all future progress will be haphazard.

3. *How to develop in the pupil the ability to apply the fundamental principles to the criticism of his own work* is the third point regarding which substantial argument is developing among progressive teachers. It is coming to be recognized that such ability is not, as a rule, developed merely by careful proofreading of the student's writings by the teacher or faithful correction of his spoken English. The student must work with a motive. The incentive of usefulness, though never lost sight of, should be supplemented by constant training of the pupil's critical powers. When each class becomes a co-operative society to detect and correct errors in the specific matters set for study, nearly every pupil is likely to develop expertness in recognizing a fault when he sees or hears or uses it. With proper guidance, every pupil can also be brought to see how to remedy the fault. When he can see his errors, and correct them, he is in a position to use English effectively.

The exercises in this book lead the student at every turn to apply the principles discussed to the speaking and writing of himself and his classmates. Class discussions are constantly introduced to establish the application and validity of the principles studied. Throughout the text (as, for example, in written exercises 22 and 23) the pupil is directed to exchange his paper with his classmate. The teacher may wish to have one class exchange with another, or in letter-

writing to ask the pupils to address their letters to individual members of another class. Such devices have proved so successful in many schools that the users of this book will probably find them invaluable.

In preparing a work of this kind an author contracts obligations that are too numerous to mention in a preface. Some two score of business houses, representing almost as many different lines of production and distribution, have very generously furnished from their files letters and other material without which it would have been impossible to provide fresh illustrations in the chapters on commercial correspondence. They have in many cases been very kind in providing suggestions and advice on problems that have arisen in their own experience with letter-writing. Consequently the chapters on that subject are not a theoretical discussion but represent the efforts of those all over the country who have been engaged in the "Better Letters" campaign.

In addition, the author is indebted to The Better Letters Association for permission to use the paragraphs printed on pages 28–29, 164, 166; to The Guaranty Trust Company of New York for the paragraphs taken from "Trading with Australasia," on pages 23–24; and to *Printers' Ink* for the report printed on page 203.

Many persons have aided in the preparation of the book. Ralph Starr Butler, of The United States Rubber Company, Sherman Perry, of The American Rolling Mill Company, and Frank L. Pierce, of The Remington Typewriter Company, have contributed in matters both of design and of detail, particularly with regard to commercial correspondence. The selection and presentation of material in Part III has benefited much from the criticism of Sterling Andrus Leonard, of the Lincoln School of Teachers College.

Similar assistance on many chapters throughout the book has been received from E. van B. Knickerbocker, Ernest S. Quimby, and Charles W. Raubicheck, all of the English Department of The Evander Childs High School. Others, who prefer that their names be not mentioned here, have done much to improve the appearance and the arrangement of the entire volume.

DUDLEY MILES

New York City,
April 5, 1920.

In the second printing of this book the opportunity has been taken to make certain changes.

DUDLEY MILES

New York City,
January 3, 1922.

TO THE STUDENT

Why are you planning to study English in business? Is it merely because the course is required? Or do you expect to use the training in the business life into which you hope to enter? If it is for the latter reason, you may be sure your need will be great. Indeed, those who know most about the matter think the importance of training in English can hardly be overestimated. Ralph Starr Butler of the United States Rubber Company declares: "Among the qualifications for success in the business world I know of none more important than a command over English." A high official in one of the largest banks in the country reported only the other day: "We have a very bright young man in one of our departments. I once thought he had great promise. But now I am not sure he will ever rise from the position he holds. He simply has no ability to make a report." Every business man who is trying to find capable assistants voices the same demand. There was never a greater opportunity for young people with a command over English.

Even if you should never wish to secure a position, you would need to know English. You will be talking all your life, and every time you speak you will wish to make others understand what you are saying. You will frequently have to make purchases at a shop, and will wish to indicate your preferences clearly, so that the clerk will give you or send you what you want. You will repeatedly be asking questions or answering them, and in neither case will you wish to necessi-

tate too many other questions. In fact, no one can engage successfully in the business of living without the power of saying what he means so that other people will comprehend him.

The student who expects to enter the great world of buying and selling has a particular need for command over the English language. At the very threshold of his career, his securing the position he wishes may depend on the kind of letter he will write or the way in which he can carry on a conversation. If he applies by letter, his letter must make a better impression than the hundred other letters the employer may receive. He cannot afford to write an awkward or ungrammatical sentence, or to misspell or to punctuate improperly, or to make choice of the wrong word. If he is granted an interview, he must be able to utter his words so that every one of them will be heard and must express his ideas so that they will be grasped as soon as they are spoken. These requirements apply equally in the case of girls and boys.

Business men require that applicants should at least be able to write letters. Letter writing follows rules just as baseball does. When you leave school and apply for a business position you will be expected to know the rules for letter writing as well as the rules for writing sentences and paragraphs. Your relatives and friends even now expect you to know a good deal about the acceptable form for the letters you write to them. The business man is likely to be much more exacting.

Your first employment may perhaps be carrying documents or filing papers for a great corporation in a twenty-story office building; or it may be driving the delivery wagon and helping out in a corner store. You must be able to understand directions exactly and to repeat messages clearly and intelligently.

Or your work may consist of wrapping up ribbon and spools of thread, and taking orders when the manager is out at luncheon. You will need to be able to win the customer's attention pleasantly and to satisfy her thoroughly with her purchases. All this is included in the field of business English. It must be mastered if you are to succeed as a salesman. If you have visions of becoming a department head or "buyer" or of managing your own firm some day, you must master perfectly the secret of satisfying your customers.

Your first position may be writing routine letters along with a hundred other typists or collecting the monthly bills for a small grocer. You may think that English is of little concern to you. But there you make a mistake. You will find that for advancement much skill in English is required. Even in writing routine letters, ability to spell and punctuate correctly and to place the message on the page with pleasing margins all about will single you out for promotion. To collect money either in person or by letter requires in many cases an exceptional command over the English language. He who can both get the money and keep the customer will become so valuable to his employer that his progress in business will be assured.

Besides, every shop or store, whether it fill a single room on a village street or a ten-story building covering a city block, has patrons who are dissatisfied with the cloth or the fruit they have purchased or with the way the goods were delivered. Angry customers may cause a good deal of trouble unless one knows how to hear claims and how to meet them in a way that will keep the customers friendly. A thorough training in English for business will help to develop that ability. One who succeeds in developing it may be sure that his services will become indispensable to his employer.

Your duties may require that you prepare a card for the

window or a bulletin announcing some event to the employees in the office. If you can produce cards or bulletins that attract favorable attention, you may come to prepare announcements and advertisements for the newspaper, where your ability to present matters in such a way as to win others to your point of view will be more certain of reward. Nearly every business nowadays has to advertise in one way or another. The man who knows how to advertise in a way that brings in business is sure to find his services in demand.

English in business is not only essential but may be the key to the highest positions in the business world. It leads out into many avenues of influence and of power. The art of salesmanship as well as success in winning the confidence of customers, employers, and associates in the many delicate situations of business, always rests upon a thorough mastery of fundamentals. Can you speak and write perfectly clear sentences? Can you explain your ideas so that others understand and agree? Until you have taken these first steps—actually the most difficult in the race—you cannot hope to start toward the goal.

Let us begin, then, with the essentials.

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ENGLISH IN BUSINESS

Part I—Expressing Ideas in Elementary Business Situations

CHAPTER I[1]

SPEECH IN BUSINESS

***1. Speaking Clearly—Its Necessity.**—In business life the voice is used a good deal more than the pen. The clerk behind the counter has to explain why one piece of goods is better than another. The secretary in the office has to give clearly and pleasantly over the telephone the answers to numberless questions. The manager has to dictate letter after letter either to the secretary or to the dictating machine. In a meeting of the board of directors he may have to argue for a change of policy in the conduct of the store. The traveling salesman who comes to his store may have to talk a long time to persuade him to buy an adding machine or a brand of candies. In short, success in any field of business is likely to depend on one's ability to talk.

***2. Speaking Clearly—The Means.**—The first requirement in all speech is that every word be heard and under-

[1] The principles on which this chapter is constructed are explained in the Preface. The star (*) indicates that the work is suited to first-year pupils. The rest of the chapter should be deferred to the second year.

stood. The vowel sounds in particular must be clearly and correctly uttered. To say *champeen* for *champion* or *dooty* for *duty* at once marks you as slovenly and ill-educated. To utter *jist* for *just*, *kin* for *can*, *wuz* for *was*, or *gwan* for *go on* may result in confusion. The sentence may have to be repeated to be understood, and that is always a serious, sometimes a fatal, drawback to a business interview of any kind. Everyone expecting to enter business should study the vowels closely and practice until he can utter them correctly.

The beginnings and the ends of words are another source of confusion. *Wot* for *what* may be understood, but it is slovenly. To say "I got'm" leaves one uncertain whether one means "I got him" or "I got them." *Hisn* and *hern* for *his* and *her* are little worse than *sawr* for *saw*. Final *d's*, *t's*, and the *g* in *ing* should be uttered with particular care for sharpness. Each word must come from the mouth with distinctness.

Indistinctness comes often from speaking too rapidly. When words are run together, the listener may receive so blurred an impression that he can only guess at what is said. "Seein' she's sorter sore 'bout't, whaddyethinkud be th' straight thing ter do?" A man who leaves his listener's mind in such a whirl as this uninterrupted stream of sounds would produce, is not likely to rise in business. Not only should each word be distinct, but the words should be grouped, with pauses between groups, so that the reader can catch the meaning without a moment's loss.

If one can speak not only distinctly but in such a way that others like to listen, success is more nearly certain. The tone of voice ought to be as pleasant as it can be made, yet loud enough to be heard in all parts of the room or hall. Most Americans pitch the voice too high. The lower tones are

richer and more pleasing. If your voice sounds unpleasant, few persons will want to listen to you. Indeed, you may be regarded as a nuisance. If your voice sounds pleasant, you will probably be thought an agreeable person and you will have less trouble carrying on any business you may have in hand. "The voice with the smile wins." Only practice before someone who can criticize will make your voice both perfectly clear and quite pleasant. Yet both clearness and pleasantness are necessary to progress in business.

In fact, learning to speak well is very much like learning a game. After you have read the rules, practice is necessary. Your practice, however, should be accompanied by criticism. Otherwise you may learn to play, indeed, but to play badly. A coach will show you where you are going wrong and how you can improve.

This book contains the chief rules in the game of learning to speak well. But your learning depends on how much you practice and how well you heed the coaching. Your teacher and your classmates will be glad to coach you while you do your best.

*3. **Reports.**—One form of speech which will be required of you from the very beginning of your business life is making reports. At first they may be fairly simple—perhaps only answers to questions put to you—but if the queries were not important they would never have been asked. Besides, you may be asked to report on your daily routine work. If you are unable to give a good account of your work, your employer will probably conclude that you have failed to get it well in hand, although such may be far from the case.

As you are advanced to more important duties, you will probably be sent out now and then to gather information on

some phase of the business. At such a time a good report never fails to make a good impression, but a poor one will probably prove fatal to future advancement.

Accuracy is essential to all reports. Close observation is necessary in order to make sure of the facts. Notes taken at the time will help one to avoid confusion or to keep from omitting important details. The facts should be arranged in the order easiest for the superior to follow. To make sure of finding and using such an arrangement, some kind of outline is needed. If the report is lengthy or contains precise details, the outline may be held in the hand during the report.

Give a report as careful attention as you would a telegram, making it both brief and clear. Avoid adjectives and adverbs as well as all words implying uncertainty. Each word you use costs the firm money. The higher the chief to whom you are reporting the more expensive each word becomes; for the time of executives demands pay proportionate to their ability. A long introduction is rarely necessary. Select the main points of your report and present them first, withholding the details until they are asked for. A selection of the main points will require a great deal of thought and will result in a better understanding of the subject. You will find this understanding useful if your superior should care for detailed information.

Messages require even greater care for the reason that three or more persons are always involved—the person who sends the message, you who carry it, and the person to whom you deliver it. An express company will not receive a package improperly packed. A messenger cannot afford to accept an obscure message. With an express package, care must also be exercised in transit, or delivery in good condition will be impossible. Messages are thought packages. Repeat the

message before you start, to make sure that you understand it. Repeat it on the way, to make sure you do not confuse parts. Then you will be able to deliver it correctly.

Make your reports so clear and accurate that they can be relied on.

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*Exercise 1

1. Let a pupil at the front of the class go to some pupil in the rear, ask one of the following questions, listen carefully to the answer, then at the front report the main matter in that answer.

(a) When and where is the next game? Where do you secure tickets, and what is the best way to reach the contest?
(b) When and where is the next meeting of your club or society, and what is to be the business?
(c) What is your business arithmetic (or any other) class studying?
(d) What did you do yesterday?
(e) For what three reasons do you come to school?

2. The class may criticize for the points in §§ 2, 3, pages 1–5. The pupil who gave the information may criticize for the accuracy of the report. Which pupil makes the best report during the period?

Exercise 2

***1.** You have been appointed on the sanitary squad of the school to assist the teacher. Go to the rooms which you have been asked to visit and report:

(a) Writing on the blackboards.
(b) Chalk and erasers not put away.
(c) Chalk lying on the floors or in the hallways.
(d) Paper and books left lying about.

Let the class discuss (1) whether your report was delivered in a clear and pleasant voice, and (2) whether the statement of facts was accurate and easy to follow.

*2. Make an oral report on one of the recitation periods of your class. The details may be settled by the class, or you may consider these points:

(a) Which student made the best recitation and why?
(b) How many pupils contributed to the lesson?
(c) Did all of the pupils understand the lesson by the end of the period?
(d) What features made the period interesting or dull?

Let the class judge as in part 1 of this exercise. They may also report on whether you used the proper cases of pronouns. (See §§ 197, 200.)

*3. You have been selling War Savings Stamps or tickets for some school event, or soliciting advertisements for the school paper, or collecting money for some charitable purpose. Make a report, with which you will probably wish to file some tabulated statement of the sources of the funds and the amounts collected. Let the class judge as above. They may also report on whether your pronouns agreed in number with the antecedents. (See § 198.)

*4. Your class has decided to give a party, and you have been appointed business manager. Make a report on the best place to hold it, the nature of the preparations, the cost of providing refreshments or music, and other matters. What is the best point in the report for your recommendations to the class?

5. As business manager of some athletic team, you have been asked to report to the treasurer on the necessary equipment. You will have to outline the investigation carefully before you make it, including such points as the number of men, the equipment each needs, the kinds of equipment available, the amount required from the treasurer to cover these expenses. Again, you will wish to file a tabulated statement. What shall it contain?

Exercise 3

A number of interesting subjects for reports will be found in Exercises 55, 57, 59, 61, 63.

Exercise 4

1. Prepare a report to the class on one of the inventors and his inventions listed below:

(a) Watt and the steam engine.
(b) Arkwright and spinning.
(c) Eli Whitney and the cotton gin.
(d) Robert Fulton and the steamboat.
(e) Sir Henry Bessemer and steel.
(f) S. F. B. Morse and the telegraph.
(g) Alexander Graham Bell and the telephone.
(h) Thomas A. Edison and the electric light.
(i) Selden or Haynes and the automobile.
(j) The Wright Brothers and the airplane.
(k) Marconi and wireless telegraphy.
(l) McCormick and the harvester.

You will find information about these men in the encyclopedias or in books dealing with inventions. You may find biographies of some of them. In dealing with the life of an inventor it is interesting to discover (1) how he came to make the invention. What were the conditions in the industry or in common life before the invention? How did the inventor become interested in making the invention? It is also interesting to discover (2) how the invention has improved conditions. Has it made work easier for men? Has it increased production?

Consider these matters in gathering your material:

(a) How can you interest your classmates by your first sentence?
(b) How early should you tell them your exact subject?
(c) Draw up an outline or set of notes, on which you write down the sentence with which you expect to begin each division of your talk. This sentence ought to summarize in some way the preceding division and announce the topic of the present division.
(d) Is the order of the ideas easy for the class to follow?
(e) How can you end so as to make your classmates feel that you have added something to their stock of information or ideas?

2. Let the class be divided into committees, each committee to consider one of the following topics:

(a) Distinctness of utterance and pleasantness of voice.
(b) Ease of posture.
(c) Beginning and conclusion.
(d) The plan and the connectives.
(e) The substance of the talk, including the invention and the effect of the invention.

When the speaker has completed his address, he may call on some member of each committee to criticize the speech from the point of view of that member's committee.

Exercise 5

1. Prepare for a report to the class on one of the business men listed below:

(a) Marshall Field.
(b) Andrew Carnegie.
(c) Edward Harriman.
(d) John D. Rockefeller, the elder.
(e) James J. Hill.
(f) George Peabody.
(g) Charles M. Schwab.
(h) John Pierpont Morgan, the elder.
(i) The wealthiest man in your state.
(j) The most successful business man in your town.

In dealing with the lives of business men you will find it very interesting to study (1) the reason for their success. Was it great mental ability? Was it due to ability to size up men and induce them to co-operate? What part did opportunity, or good fortune, or sheer luck have to do with their rise? It is also interesting to study (2) the service they rendered to their country. Did they develop new resources? Did they organize better methods of business? Did they engage in philanthropic work?

You will find material for the lives of these men in:

The New International Encyclopedia.
The International Year-Book (published each year as a supplement).
The magazines (use the index or the Cumulative Index).
Biographies or histories. (Induce the librarian to help you find what books are available for the subject you choose.)

In preparing your talk consider the following questions:

(a) What ideas at the beginning will catch the attention of the class?
(b) How can you give a notion of what your purpose is?
(c) Are your plan and your connectives so clear that every member can follow you? Watch particularly the way in which you lead from one topic to another.
(d) Does your conclusion make the class feel that you have done what you promised to do in the beginning?

2. Let the class be divided as in Exercise 4, part 2, and report.

Exercise 6

Similar exercises may consist of studies of great military leaders, statesmen, lawyers, explorers, scientists, medical men, teachers, or of painters, musicians, and authors.

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4. Telephone Conversation.—Every day the telephone is becoming more important in business life. Knowledge of its use is a valuable preparation for many positions. Before trying to use it, read the directions in the telephone book. Keep your lips close to the transmitter and direct your voice into the mouthpiece. Speak slowly and distinctly, and remember the slogan: "The voice with the smile wins." Your first words over the telephone should be: "Mr. Doe speaking,"

or "This is Mr. Doe." No time will then be lost in inquiries before stating the business of the conversation. You should not interrupt a person while he is speaking. You may need to make pencil notes so that you can answer his points when it comes your turn. At the close of the conversation do not merely hang up the receiver. Say "Good-bye" courteously. The man at the other end will be more likely to think of the whole conversation pleasantly.

NOTE: For exercises in telephone conversation, turn to Exercises 113 (2), 119, and 133 (1).

5. Dictation.—A very good way to test your command of language is to dictate letters. The first requirement is that before you begin dictating you plan the letter carefully. Know what each point is that you are going to present and what details you intend to use to make that point clear. If you can picture your correspondent, you are more likely to adapt the letter to the needs of the case.

If you are dictating to a stenographer, you must heed what has been said of vowels. Every syllable should be sounded distinctly. You cannot say *accidently* for *accidentally* if you expect the word to appear correctly in the letter. If you say *inseprable*, you cannot expect to find *inseparable*. Your pronunciation must be correct, too, or you will find wrong spellings in your letters. If you say *gap*, you cannot expect to find *gape*. If you say *crick*, you can hardly hope to find *creek*.

You should, moreover, help the stenographer to get the sense of what you say as well as the syllables. You can do this best by grouping the words. Every sentence falls naturally into groups of phrases. The words of those phrases should be spoken so that the ear will catch them as a group.

You can help her further by announcing the period at the end of each sentence.

In speaking into the tube of a dictating machine you should be equally careful to utter each vowel and syllable distinctly, to pronounce correctly, and to group words into phrases. You will in general have to speak more slowly, so that every vibration of your voice will be recorded by the moving needle on the cylinder. Remember that the typist who is transcribing from a dictating machine has no facial expression to guide her and must rely on the sounds alone.

There is one feature of the dictating machine that must be borne in mind. You cannot cross off anything that has been dictated. The letter must therefore be carefully planned —very carefully planned—before dictating begins. The paragraphs and the periods should be carefully indicated. Let every feature be so clearly pointed out that the typist will have to make no alterations.

NOTE: For exercises in dictation, see Exercises 113 (1-b), 114–117, 131, 132, 133, 135.

CHAPTER II

LETTERS OF ORDER AND ACKNOWLEDGMENT[1]

***6. An Example of an Order Letter.**—Though speech is beyond doubt the commonest use to which English is put in business, letters occupy a very important place. Probably the simplest and most frequently written kind of business letter is one ordering goods. It is a kind of contract between the purchaser and the seller, and therefore represents the essential elements of business. Study the following model carefully:

1235 Wheeler Avenue
Mount Vernon, N. Y.
April 1, 1920

Messrs. Grimalkin Brothers
3033 Sixth Avenue
New York, N. Y.

Gentlemen:

As advertised in the "Times" this morning, please send me by parcel post the following items:

1 Blue Serge Middy Suit, with knee trousers, size 8	$8.50
3 Wash Suits, Oliver Twist style, Color, light blue, size 5, at $3.50	10.50
6 Boys' Blouses, madras, mixed black and pink patterns, size 9, at .89	5.34
	$24.34

I enclose my check for Twenty-six Dollars ($26) to cover possible delivery charges. Please refund any balance due me.

Yours truly,
(Mrs. Allan Fontaine) Mary L. Fontaine

[1] It will be recalled that sections marked with a star are thought best adapted to work with first-year pupils.

Why is the address legibly written at the top? Why is the address of the firm given? (Consult pages 109–114.) Why are the items of the order arranged on separate lines? Why are the figures kept in a column and added up? Does the clerk know all he needs to know about each item? Can you explain what each point in each description means? How does Mrs. Fontaine indicate payment? Why is the statement of payment made last instead of first?

Many mistakes are made in stating the inclosure of money. That is the reason the words "Twenty-six Dollars" are spelled with capitals. An additional precaution that should always be taken is to indicate the sum by both words and figures. If the figures had been placed after the word Twenty-six, the dollar sign would have been omitted, as "Twenty-six (26) Dollars."

***7. Cautions.**—When you order goods by mail, you should foresee any possible mistakes. Picture what will happen when the letter reaches the firm or person who is to fill the order.

1. Will he in every instance be able to give you exactly the article you wish? That is, have you given the size, shape, color, style, quality, catalogue number, etc., of the article, so that he can make no mistake?

2. When he has filled the order, will he know where and how soon to send it?

3. Will he know how the order has been or is to be paid for?

If you are dealing with a firm that furnishes an order blank, you would do well to use the blank, because it helps the clerks to check up items more accurately.

In ordering, think of the clerk who fills your order.

*Exercise 7

Order from the Victoria Talking Machine Company, Dallas, Texas, the following records for the Victoria Talking Machine: Taps, N. Y. by Schumann-Heink, No. 87299, $2; On Wings of Song, by Heifetz, No. 74583, $1.50; Hawaiian Moonlight, by Smith's Orchestra, No. 18531, .85; That Wonderful Mother of Mine, No. 18524, .85. Give the date of the catalogue from which you order, and pay for the total by money-order. (If you have never seen a money-order turn to pages 65–67, and learn what a money-order is.) After you have written, ask yourself the three questions on page 13.

Exercise 8

Order from the Hathaway Publishing Company, 1,000 Broadway, New York City, the following books: Harrington's "Advertising," $2; Smith's "Salesmanship," $4; Nelson's "Business Forms," $3. Pay by express money-order. (See pages 65–67 for a description of the express money-order.)

Have you arranged the items so that the shipping clerk can check up easily?

*Exercise 9

(a) To a seedsman for six different kinds of seed for your flower garden. It would be well to consult a catalogue.
(b) To the same seedsman for six different kinds of seed for your vegetable garden.
(c) Ten dollars' worth of staple groceries to be shipped by freight.
(d) A set of uniforms for a baseball, basketball, soccer, or football team. Be sure to give all the specifications needed.
(e) Subscribe to some weekly magazine, such as *The Literary Digest*, *The Outlook*, *The Saturday Evening Post*, or *The Independent*.
(f) Subscribe to some monthly magazine (e. g., *The Metropolitan*, *The American*) to be sent to a friend.

(g) Order sleeping-car accommodations to Chicago. (If you live near Chicago, order them to New Orleans, Boston, or Portland, Oregon.)

1. Write orders for each of the following.

2. After completing each, consider these two points: (1) Is every word spelled correctly? (2) Have you used the comma properly in every series? (See § 228 [3].)

*Exercise 10

You are preparing for a camping party of two weeks. Order from the list such supplies as you think you may need. Be careful to give clear shipping directions so that the goods will surely arrive when needed. After writing the letter, look it over and answer these two questions: (1) Are all the words spelled correctly? (2) Is every series properly punctuated? (See § 228 [3].)

Soup—R. & R. Chicken Broth with Rice.....Tin	.12
Puffed Wheat—Quaker....Pkg.	.12
Corn Flakes—Quaker....Pkg.	.08
Hominy—Granulated....Carton	.11
Yellow Meal.....Carton	.11
Honey—Airline Strained 5 Oz. Bottle	.18
Marmalade—Gold Leaf—California.....15 Oz. Jar	.29
Apricot Preserves—Mayflower 12 Oz. Jar	.26
Raspberry Preserves—Mayflower.....12 Oz. Jar	.26
Ground Chocolate Powder—Maillard's.....1 Lb. Tin	.59
Olive Oil—Excelsior Brand Full Quart Tin	1.15
Chow Chow—A. M. & C. 19 Oz. Jar	.35
Brandied Peaches—H.S.Brand—California.....27 Oz. Jar	.90
Marshmallow Mousse—Maillard's..... Container	.24
Tea—Romona..1 Lb. Canister	.50
Coffee—Plantation.1 Lb. Pkg.	.35
Tomatoes—Standard Brand.Tin	.11
Tomatoes—California No. 2½ Tin	.15
Tomatoes—Strained..No. 1 Tin	.06
Peas—Noreca—Early June..Tin	.15
Corn—Kravemore.....Tin	.18
Soap—Noreca Borax..... Cake Box of 100 Cakes	.06 5.80
Clarola Peanut Oil.Pint Tin Quart Tin Gallon Tin	.45 .75 2.75
Mackerel—Special Pails..Each	1.35
Sardines—California. Small Tin Large Tin	.17 .28
Salmon—A. M. & C. Large Tin Small Tin	.35 .23
Witch Hazel—A. M. & C. ½ Pint Bottle Pint Bottle	.27 .47
Castile Soap—A. M. & C. Cake Box of 6 Cakes	.17 .95
Peroxide of Hydrogen ½ Pint Bottle	.14
Wash Boards—Carolina Brand—Medium Size.....Each	.29
Scrub Brushes—White Swan Each	.11

Exercise 11

Order from the articles in the following list. Make sure your description is so exact that your order can be filled to your satisfaction.

25E67 Women's black or white Silk Hose, with lisle tops and soles; 3 pairs, **special, $3.75**; per pair. . . . **$1.35**

22E64, 22E65, 22E66 Women's Gloves of French glace real kidskin of unusual pliability and wearing quality, and embodying the essential points of the finely-sewed and well-fitting glove. In tan, beaver, slate or white; also in white with black stitching. The usual selling price of gloves of this quality is $3.00. **Specially priced for this occasion, per pair, $1.95**

87E20 Sweetmeat Jar of glass, in urn shape entirely overlaid with satin brocade in rose, old-blue or gold, finished with gilt galloon. **Special . . $3.85**

53E75 Women's Pumps of black satin; Louis XV covered wood heels. **Special $5.85**

53E76 Women's Dress Pumps of patent leather; Louis XV covered wood heels. **Special $7.85**

53E77 Women's Oxfords of brown cordovan calfskin; leather heels. **Special $8.50**

14E66 Hemstitched Collar-and-cuff Set of organdie; white combined with beige, hand-embroidered in beige and brown; also white combined with Copenhagen blue, embroidered in Copenhagen blue and navy blue. **Special . $2.45**

44E57 Women's Hat Box of black enameled duck, lined with cretonne; two hat forms, and two pockets; leather corners and handle (size 18 x 18 x 12 inches). Initials marked in red or white without additional charge . . **$5.75**

21E52 Envelope Bag of Persian leather, with adjustable handle; black, blue, brown or tan; also in black long-grain patent leather; colored moiré lined, fitted with three compartments, inside frame pocket and mirror. **Special $3.50**

34E68 Sailor Hat of glossy straw, with rolling brim trimmed with ribbon. In black with old-blue ribbon, or in navy blue with old-rose ribbon. **Special $7.50**

Exercise 12

Order four or five articles of wearing apparel for yourself. You do not know the exact prices, and you have no catalogue for the description. Can you make the description complete, including price?

*Exercise 13

Write to Montgomery Ward and Company, Chicago, Ill., ordering a baseball bat, two baseballs, two catcher's mitts, a mask, and a pair of baseball shoes. One mitt and one ball are to be delivered to a cousin in a neighboring town. The rest are to be shipped to you. How can you arrange this order clearly? How can you make the shipping directions easy to follow?

Acknowledging Orders

8. Examples.—Now put yourself in the place of the seller. Consider what he should do with the orders he receives. In particular, how should he acknowledge an order which is so indefinite that he cannot fill it? There is an old-fashioned way and a modern way. The old-fashioned way thinks only of the convenience and safety of the firm.

Poor:

March 13, 1920

Mr. Cyril Towbin
Bunker, S. C.

Dear Sir:

Your esteemed order of recent date duly at hand and received prompt attention. In reply we beg to state that we are unable to fill your order as the same does not specify which part of the order is to be sent to your cousin. You must have ordered from an old catalogue, and the cost of each article is now much higher. Besides, you enclosed no money in the letter.

If you will write out another order from our latest catalogue and enclose the necessary funds, we will ship the goods at once.

Very truly yours,
Smith, Jones & Co.

The modern way treats the customer as a friend, and speaks of the whole transaction with an eye to his interests. It consequently does not use the stilted and sometimes meaningless language of the "Poor" letter above, but a simple and natural wording. Since it is friendly in spirit, it gives all the information that the customer may need to secure exactly the goods he wants. Compare the letter on the next page very carefully with the one above.

Better:

March 13, 1920

Mr. Cyril Towbin
Bunker, S. C.

Dear Sir:

We thank you for your order of March 10, but as we should like to please you in every detail, we are sending our latest "Sports" catalogue.

The baseball goods begin on page 25. You will find that the price of all leather goods has advanced since the 1916 issue of our catalogue, from which you ordered. The quality, however, we have kept as dependable as ever.

You request us to send one mitt and one ball to your cousin in Beaver. Is his name the same as yours? In what county is Beaver situated? We do not find it in our postal directory.

If you will order on the enclosed blanks, we shall be pleased to fill the order to your complete satisfaction.

Very truly yours,

Exercise 14

1. Take up each of the points made in Chapters XII and XIII. Address the class, comparing the two letters above on each point.

2. If you are not ready to do this, answer the following questions: As an acknowledgment, does each contain:

(a) Hearty thanks for the order?
(b) Definite reference to the order, by the date of the order, the name of the article, the customer's order number, or the shipper's order number?
(c) Conclusion that gives evidence of a desire to serve?

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9. Special Cases of Acknowledgment.—Good business houses are very careful about acknowledgment. Many have

the rule that orders shall be acknowledged the same day they are received. For this purpose post-card forms requiring the insertion of only a date or order number are used. Orders from new customers, however, are usually answered by a letter. Why?

Where for some reason the order cannot be filled, extreme care must be used. These cases may be:

1. Only part of the order can be filled, or the stock may be exhausted or discontinued. In the first case a letter should accompany the part which is shipped, stating what articles are forwarded and explaining the reason why the remainder will be delayed. In the second case the customer may be asked whether he wishes the money refunded or the goods supplied at a later date. He may be informed of what stock may be substituted or of where the articles may be purchased.

2. The description is inadequate. If an old catalogue has been used, possibly a little judgment will enable the clerk to select the article. If the description is too indefinite, the request for definite information should be so phrased as to give no offense.

3. The customer has forgotten to enclose money or has enclosed an insufficient sum. Or perhaps he has ordered goods to be sent on credit, and his "credit standing" may require investigation. The customer should be courteously reminded of his oversight or requested to furnish proper references.

4. The delivery may be delayed by traffic conditions. The customer should be notified of these conditions. This should be done when the goods go forward. In large shipments, the bill of lading or the bill of lading and the invoice are sent by mail as a notice of shipment. In any case, some notice should

be sent, which may serve as a means of checking the goods which go by another route than the letter.

Exercise 15

1. Write appropriate acknowledgments to the order letters you have written.

2. You are manager of a shoe factory at St. Louis, Mo. A strike of the employees in the Terminal Railway Company, which controls all rail shipments from St. Louis, makes it uncertain when the goods can leave your factory. Write the acknowledgment of a large order.

3. You are a correspondent in the firm to which you sent the order in Exercise 10 (page 15). Five of the items are temporarily out of stock. Write an appropriate acknowledgment.

4. You are correspondent in the mail-order house of Buyers and Best, 191 Market St., San Francisco, Cal. You have received from Mrs. A. M. Burgess, 12 Santa Clara Ave., Sunapee, Cal., the following order:

1 boy's cap, price about.....	$1.00
1 doz. men's linen handkerchiefs at about.....	3.50
1 pr. low shoes, not over.....	7.00
1 blouse, pink, size 36, about.....	5.00

Express money-order enclosed for $16.50.

You can fill the second item, but on the others you need more definite information. Write an appropriate acknowledgment.

5. Buyers and Best have discontinued men's furnishings, and carry only women's and children's goods. Write an appropriate acknowledgment.

6. The express money-order is not in the envelope that is received by Buyers and Best. Write an appropriate acknowledgment.

7. As correspondent for Buyers and Best, assume that the descriptions are adequate but that Mrs. Burgess asks you to charge the amount to her aunt, Mrs. Dewey Simpson, 193 Landscape Ave., Sunapee. You have received no authorization to that effect from Mrs. Simpson. Write an appropriate acknowledgment.

Following up an Order

10. How to Secure Delivery.—Formerly a good many order letters ended with "send at once" or "ship at your earliest convenience." Such expressions are useless. No house can succeed today that puts off business matters. It makes shipment as promptly as possible. If the goods are needed by a particular date, the order should specify the time and explain the reason for haste. It is well to request a promise of delivery by that date. The shipper will then probably make it a "rush order" so that he may live up to his promise.

If you fail to receive the goods when promised, you may have to write an inquiry urging immediate action. In such a letter the demand for courtesy is imperative. Never betray your anger. If you have received a letter acknowledging the order, refer to the acknowledgment by number or date. Instead of emphasizing your disappointment, make the shipper feel that he is hurting himself. You may threaten to discontinue your patronage if you do not secure better service in the future.

Exercise 16

1. Your dramatic society has decided to present Alfred Noyes's "Sherwood." A week ago you ordered five copies from the F. A. Stokes Company, New York City. Write again urging haste, as your society has only a limited time in which to prepare the play for production.

2. You are the person who sent in the order in Exercise 10 and received acknowledgment 3 in Exercise 15. You were promised that the five remaining articles would arrive the day before setting out for your camp. They have not arrived. Write a courteous but firm letter, countermanding the order.

3. You are the purchasing agent for your school store, in which you sell tablets, note-books, pencils, erasers, pennants, armbands, and school pins. Order from the Towne Manufacturing Company, 812 Lake St., Chicago, Ill., your supplies for the first month of the new term.

4. As a correspondent of the Towne Company, acknowledge the order, but promise the school pins in two weeks, as they have to be made up according to earlier specifications.

5. As purchasing agent you have waited three weeks. Write an appropriate letter, urging haste, as the demand for school pins is greatest among the incoming freshmen.

6. As the correspondent (4), explain that the manufacturing jeweler who makes up the pins for you has had unusually heavy orders ahead of yours. Promise that the pins will go forward the next day.

7. Write your coal dealer, reminding him that it is now one full week past the date when he contracted to deliver you seven tons.

8. As the dealer, explain that the railroad was unable to deliver the coal from the mines. Promise delivery for the following Monday.

9. Have you enough business letters to illustrate the three types studied in this chapter? On each specimen, write a comment on the arrangement of the order, its definiteness, the courtesy of the acknowledgment, and the other qualities described in this chapter. Bring the best example of each type to class. For ease in filing, you may wish to make a separate folder for each of the three types.

Exercise 17—Oral Reports

1. Some orders with which you (or your family) have had trouble. Make clear whether you or the firm was at fault and how.

2. How orders are handled in a large firm. Trace the order from the time the envelope is opened to the shipment of the goods.

3. Some acknowledgments that caused trouble. Illustrate, if possible, the value of courtesy in writing an acknowledgment. Read some actual letters illustrating this point, if you can secure them.

4. Some "rush orders" that were not rushed. Illustrate, if possible, the difficulties of carrying out promises. Should a firm promise if it cannot be certain of performing?

CHAPTER III

GROUPING THOUGHTS

***11. Necessity for Grouping.**—When you talk or write in business, you do not engage in aimless chatter. You have a purpose. You wish to put your thoughts before others. You wish them to understand something; for example, the reason for the high price of eggs. You wish to interest them, as in the merits of a new typewriter or adding machine. On most occasions you wish to bring about some action on their part, as the purchase of the eggs or the trial of the adding machine.

To accomplish your purpose you must talk or write so that your readers see clearly what you mean. They must be able to follow your ideas, and each idea must be developed fully enough for them to grasp your meaning without effort. The less trouble they have in getting your thought, the more successful your business communication will be. **Therefore, take the point of view of the person you are addressing.**

Australia is the greatest producer of wool in the world. It ranks high among the nations exporting wheat. It is also a metallurgist's paradise, containing rich workings of iron, zinc, gold, copper, tin, silver, molybdenite, tungsten ores, platinum, and radio-active uranium ores. It has in addition deposits of diamonds, sapphires, emeralds, opals, turquoise, tourmaline, and rubies. In short, the resources of Australia are already beyond measure.

Australia's resources can be so developed that she could easily support a population of fifty millions. Her eastern states (New South Wales, Victoria, and Queensland) have comparatively little arid interior. All the states are undoubtedly capable of great development. In Queensland, which runs into the tropical and

subtropical zones, practically anything can be grown. Dairy products and grain abound along its southern border, and a few hundred miles to the north pineapples, bananas, and sugar cane grow in abundance. South of Victoria the small island of Tasmania has a climate probably unequaled anywhere in the world, with fine resources of minerals and grain. In a few years these states may be filled with a population that will be buying goods in every corner of the world.

The Australian market is especially desirable to the United States, because the seasons are the reverse of those here, the Australian summer being at the time of the American winter. Besides, Australian merchants are accustomed to placing their orders about nine months before the goods are required. Consequently, if the American manufacturer secured Australian orders in sufficient volume, his factories could run continuously in the domestic "off season." He could fill orders during the dull season, which occurs in the United States between the regular seasonal shipments for domestic trade, and thus keep his plant running full time the year round.[1]

What is the topic of this passage? Can you sum up the thought of all of it in a sentence? What is the topic of each paragraph, that is, of each indented part? Sum up each paragraph in a sentence. Would it be more difficult to read this passage if it were not divided into paragraphs? Why?

A paragraph is, then, a distinct step toward your purpose. It is a group of ideas that belong together because they develop or make clear a thought essential to your purpose. The indention merely helps the eye to see that one of these new steps or groups is beginning. Just as a capital letter is used to announce a new thought or sentence, so indention is used to announce a new group of thoughts. It helps the reader to see your ideas more quickly and with less effort.

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[1] "Trading with Australasia," issued by Guaranty Trust Co.

The paragraph, moreover, helps you as a writer. To plan your thought in paragraphs is an aid to making sure that you are taking the point of view of the reader. Are the steps in the proper order to lead him easily to the conclusion? In each paragraph do all the sentences help to make clear that stage of thought? Are the paragraphs fully enough developed to be clear? Are the sentences in them arranged in the clearest order? By answering these questions, you can make sure you are putting your thoughts into the form easiest for the reader to understand.

***12. Topic Sentence.**—One way to help the reader is to tell him in a sentence exactly what you are going to discuss in the paragraph. Such a sentence may be called a *topic sentence*. It frequently is introduced near the beginning. In the passage above, for example, the third paragraph begins with the statement: "The Australian market is especially desirable to the United States."

In the first paragraph, however, the writer prefers to lead up to the thought which is contained in the last sentence: "In short, the resources of Australia are already beyond measure."

It sometimes happens that no one sentence sums up the thought of the paragraph. But, whether the writer furnishes a topic sentence or not, every good paragraph can be summed up in a single sentence.

Exercise 18

Read the following letter sent out by a large firm to all its traveling salesmen. What is the topic of the letter? Can you sum it up in a sentence? What is the topic of each paragraph? Find or make a

topic sentence for each. Why are the paragraphs shorter than in the first passage quoted?

"One of our salesmen who was in the office a few days ago made the statement that one of his competitors, who represented one of the largest packers, had worked one of his towns with a population of over 10,000 without securing a SINGLE order.

"We asked this salesman if this was the fault of the man, the service, the price, or the quality of the goods. He said it was 'the man.'

"This competitor salesman had been on that territory over four years. He thought he must have a cheap price to sell goods, and, accordingly, quoted the lowest priced product he had, resulting in the dealer's receiving a cheap price and cheap goods. This left the dealer dissatisfied and under the impression that the products of that house were inferior.

"You should not quote #6 cows to a dealer who should have #1 steers, neither should you quote Excelsior Bacon to a dealer whose trade demands nothing better than Southern Squares. It is your duty to sell your customers the quality of goods their trade demands. You cannot do this without knowing your line, and when you are able to do this you increase your prestige and improve your salesmanship.

"Cheap things are offered for people who cannot pay more—who must 'get along' the best they can, and these people who buy cheap goods invariably pay out more in the end by having paid less in the beginning.

"If you have dealers who cater to the cheap class of trade, sell them the cheaper goods—but be careful. Remember that quality products are not necessarily the most expensive. Generally it is the other way."

Exercise 19

Bring to class a newspaper or magazine editorial *on a subject that interests you*. What is the topic it deals with? Can you sum it up in a sentence? What is the topic of each paragraph? Find or make a topic sentence for each.

***13. Plan of the Whole Composition.**—Reread the letter on page 26, noting especially the plan of the whole, which may be drawn up in this way:

1. The competitor
   (a) The competitor's failure
   (b) The explanation of it
   (c) His method
2. You
   (a) Your duty
   (b) The reason for it
3. The proper price

Everything in the letter leads to the final paragraph. The writer wished his salesmen to get the notion that the goods with the lowest price are not the cheapest. Every business writer must take the same care in thinking out the steps of his message that will bring him to the goal. **Plan your own letters and talks, with your reader or hearer constantly in mind.**

Exercise 20

1. Outline, in a form like that above, an editorial in a daily paper or a weekly review, such as *The Outlook*, *The Independent*, *The Literary Digest*. Show how each paragraph fits into the purpose of the writer. (For the formal requirements of a plan, see § 112).

2. Take a short magazine article and treat it in the same way.

3. Apply these directions to the letters in § § 121, 122, 124, 125.

4. Draw up an outline for three of the following letters. Do the topics lead up to the conclusion?

(a) A request for the use of a vacant lot or field as a ball diamond.
(b) A letter explaining a holiday bicycle run, a walking trip, or an automobile trip.

(c) A letter in which you endeavor to sell a particular kind of typewriter.
(d) A letter requesting your principal to permit certain members to leave school early to play a scheduled ball game.
(e) A letter to a college, setting forth your qualifications for a scholarship.
(f) A letter requesting your teacher to permit the class to prepare and present a program during the regular class period.
(g) A letter inducing students to subscribe to the school periodical.
(h) A letter urging students to attend the next ball game, with directions how to reach the point where it is to be played.

***14. Outlines.**—Every paragraph that consists of more than a single sentence has to be planned. The arrangement of the sentences in it is as important as the arrangement of the paragraphs in the letter or report. Business writers and talkers are extremely careful of this matter, as the following address shows:

An appeal, regardless of what it is, in a letter or advertisement makes either a favorable or an unfavorable impression. I remember Hugh Chalmers saying, "Never put into a letter anything which has not a cash value." In other words, make every word of your letter pay a profit; and if what I have to say is properly applied, it will make the words and sentences and paragraphs and demonstration parts of your letters more effective. It will make every word pay a profit.

The first sentence is either going to kill your letter or otherwise. The psychology that I have for the first sentence was learned when I was on the road as sales manager of a little concern up in Michigan a good many years ago. I went over the territory with a man who didn't seem to be producing very well. We sold a line of perfumes. We went into a druggist's one afternoon, and this is what he said, handing the proprietor a bottle of perfume: "I represent the So-So

Chemical Company, and we have a nice line of perfumes, and I think it will make you a good seller," or words to that effect. The druggist looked over his shelves, whereon he had as many kinds of perfume as the grocery store has kinds of breakfast food, and decided that he was not interested in our particular perfume.

In approaching the next place it seemed to me that we ought to try a new point of contact, in other words, make our first sentence psychologically correct, so I made this suggestion: "When you go into this man's place of business, hand him the bottle of perfume and say something like this, 'Here's a perfume, Mr. Jones, which will make you 40 per cent net profit, and if these sizes don't sell we will exchange them for sizes that will sell in your community.'" Immediately we developed a point of contact there which was right. It emphasized a cash profit to the man to whom we were talking. That is the kind of psychology that I brought back from that trip and ever since have been putting into my letters.[1]

The plan of the first paragraph may be drawn up thus:

1. An appeal is favorable or unfavorable.
2. Hugh Chalmers had a test of a favorable appeal.
3. My address will show you how to meet the test.

Exercise 21

1. Make an outline of the second and third paragraphs of the quotation from Mr. Fay, similar to the one for the first paragraph.

2. Select one of the subjects below, and prepare an outline from which you can deliver a one-minute speech. Be sure to sum up in a single sentence what you have to say.

(a) My chum.
(b) How I prepare my lessons.
(c) Earning a dollar.
(d) The study I like best and why.

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[1] Robert C. Fay in 1918, "Proceedings of Better Letters Association."

(e) A position I should like to fill.
(f) A successful grocer or druggist.
(g) The pleasures of a farmer's life.
(h) The qualities a teacher needs.
(i) A well-spent Saturday.
(j) The best doctor I know.

When you have sat down, one of your classmates will report on whether: (1) he could hear every word; (2) he could follow your thought easily; (3) you included anything that did not help him to understand your topic.

Exercise 22

1. Write outlines for two of the following topic sentences.

(a) Every girl should know how to cook and sew.
(b) Every boy should have a hobby.
(c) High school subjects help one to select a life-work.
(d) Every student should decide on his life-career while he is in high school.
(e) My chum returned to school because——.
(f) I lost my position because——.
(g) There are as many opportunities today as there ever were.
(h) Every boy should have a weekly allowance.

Exchange with your classmates. Let each determine whether the ideas in the outline he receives are in the best order.

2. Prepare to develop orally one of the outlines you have drawn up. Let one of your classmates answer the three questions in Exercise 21, part 2. Another may report whether you used any improper forms of the verb (see § 206) or verbs in the wrong number (see § 209).

3. Write out the paragraph on another of the outlines. In what part of the paragraph is the topic sentence? Are all your sentences necessary to the development of the thought? A classmate may review it to see whether you have always made the pronouns refer unmistakably to their antecedents. (See § 199.)

Exercise 23

1. Draw up an outline on one of the following topics. Talk over the topic with several persons who know something about it, and then think over very carefully whether you have selected the most important points. A classmate can look over your outline and tell you whether you have selected the right points and arranged them so that the strongest comes last.

(a) Qualifications of a good telephone operator.
(b) Trials of a girl at the switchboard.
(c) How to care for a typewriter.
(d) The business news in some daily newspaper and how to find it.
(e) The uses of a dictionary, a telephone directory, a city directory, "Who's Who," or some other directory or book of reference.
(f) How to handle incoming and outgoing mail.
(g) Difficulties of cutting and printing a stencil.
(h) A business magazine that the class should know about.
(i) An industry with which you are familiar.
(j) A position you are capable of filling.

2. Deliver orally an address based on the final revision of the outline just prepared. In addition to the questions in Exercise 22 (3), the critic may note whether you mispronounced any words.

3. Write a paragraph developing one division of the speech. Where is the topic sentence? Do all the sentences make the thought clearer? A classmate may read the paragraph to see whether all relative pronouns are properly used. (See § 200.)

CHAPTER IV

UNITY IN THE SENTENCE

***15. Necessity for Unity.**—We long ago learned what makes a good sentence. We know that it must have a subject and a predicate. We know that the predicate must *assert* something of the subject, that it cannot be a participle or an infinitive. We know that it cannot be a dependent clause, because in the sentence a dependent clause performs the function of some word. Consequently, no clause beginning with a subordinating conjunction can stand by itself as a sentence. A sentence must express a complete thought; otherwise its meaning is not definite.

***16. Dividing the Thought.**—

Wrong:

> It is an investment in city bonds. Bonds that are as safe and as secure as the city itself.

Any reader coming to the first period will at once think the statement is completed. He will fail to understand the next group of words. The second group is not a sentence; most of it is a subordinate clause (see § § 188, 193, 194). Moreover, this clause is needed to complete the first group, to give the reader the proper notion of the nature of the investment. The statement should read as follows:

Right:

> It is an investment in city bonds—bonds that are as safe and as secure as the city itself.

Always make sure that you have all of your sentence together.

Exercise 24

The sentences below fail to put all of the thoughts together. Correct them.

1. We feel that we can discover Mr. Jones and collect the claim through other persons, Although this will entail some expense, as the debtor is very tardy in paying his accounts.

2. The rate would be 12 cents a pound, or 48 cents in all, The total amount of the order not being sufficient to entitle you to free delivery at such a distance.

3. The reason for this is that the express charges to Texas are necessarily high, That in case a shipment is not received for any reason, we are obliged to bear the charges both ways.

4. Will you favor us in confidence with your opinion of the management, financial position, and general standing of the Rockville Company of your city? Stating at the same time whether the company pledges its assets to secure loans?

5. The part of the course that particularly appealed to me was the instructions as to the general contour of letters. Such as the beginning and the ending, and the elimination of time-worn expressions (that are persistent in the average business man's dictation).

6. If the typed message leaves a better impression, that fact makes any letter better than the ordinary one. Which arouses no more personal interest than the average person we meet every day.

7. When in need of either substitute or permanent office help, just call our employment department. Stating always the necessary qualifications.

8. There is always the danger that those who go into service at an early age will acquire the hired man's habit of doing only that which must be done when under oversight or direction., Thus becoming unfitted for anything but the hired man's job.

9. All jobs of this kind are much alike. Whether in store, office, or factory.

10. There is a prospect that the manual laborer may prepare himself to manage others. That the worker in the market garden may do his work so well that he may acquire the confidence to become his own employer. That the digger of the trenches may find a way to become a contractor on his own account.

Exercise 25

The class can overcome this fault soonest by selecting from their writing a number of examples of it. If the mistakes are placed on the blackboard or mimeographed, the class can correct them with great profit. They should thereafter scan their writing narrowly for this error.

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*17. **The Comma Blunder.**—Possibly the worst habit in writing sentences, and the one hardest to break, is the running of sentences together with only the comma to separate them.

Wrong:

> He came to see me in the evening, if he had come in the afternoon he would have found me.

Now two thoughts can be found in this group of words, but the childish punctuation obscures them. To replace the comma after "evening" with a period clears up the meaning.

Right:

> He came to see me in the evening. If he had come in the afternoon, he would have found me.

Sometimes the confusion arises from the use of *however*, *therefore*, *consequently*, and other conjunctions that can never properly be introduced to connect parts of a sentence. In such cases, also, punctuation is usually a sufficient remedy.

Exercise 26

What are the main ideas in the following sentences? What change in the punctuation will make these ideas stand out? Are other changes needed?

1. I had quite a bit of homework last night, I have not recovered yet.

2. That is a new story, I just got it out of the library on the first floor.

3. Money is the commonest reward of successful business, it is not all that is worth while in life.

4. Think of the convenience of our library, you never have to go out of the building to get a book or return it.

5. I know you are interested in construction and scientific work, in our library you will find such magazines as *Popular Mechanics* and *The Scientific American.*

6. Most employers treat their employees with absolute fairness, it is fundamental in good management of any business.

7. The first-class man is exceedingly rare, he is cheap at almost any price.

8. You must have heard of vacuum cleaners, although they are not so common as carpet-sweepers, they clean rugs very much better.

9. He had only one good eye, the right one was made of glass.

10. It was a long hill, consequently we had to rest two or three times before reaching the top.

11. She had never seen a mimeograph, that did not keep her from trying to use it, however.

12. The bell rang, I ran as hard as I could, but the teacher shut the door in my face.

13. My typewriter is out of order, I cannot move the carriage to the right.

14. The Board of Education had declared Wednesday a holiday, we therefore went home before the first recitation.

15. The class set out some young trees in front of the building, they looked too slender ever to grow into shade trees, however.

16. I was in a hurry to get to school, however, I was very curious about what the crowd was looking at.

Exercise 27

Read over the last two or three themes and copy out all the comma sentences you find. Bring these to class to place on the blackboard for the other pupils to correct. Hereafter, read over

every theme you write to make sure that it contains no sentences illustrating the comma blunder. Be ashamed to hand in any writing with so childish a fault.

***18. Too Many Ideas.**—A habit related to the comma blunder leads to stringing together too many ideas by means of *and's* and *but's*. The writer does not think of his separate ideas. He does not think of his reader. He hurries on to another idea without pausing. For example:

Confusing:

> I deposited this check in my bank and this morning received word that the item had been returned for "Not Sufficient Funds," and no doubt you have received or will receive a notice to this effect.

Now all this refers to one subject—the check. But the meaning is confused because three different ideas about the check are put into one sentence: the deposit, my notification, the indorser's notification. The ideas will become clear at once and without effort if the sentence is broken up.

Right:

> I deposited the check at my bank. This morning I received word that the item had been returned for "Not Sufficient Funds." No doubt you have received, or will receive, a notice to this effect.

Confusing:

> Mrs. Irene Smith, a dressmaker of your city who keeps an account with your institution, has written to us asking us to open a charge account in her name, and we would thank you for any information you may be able to give us as to her credit standing.

Right:

Mrs. Irene Smith . . . name. We . . . standing.

To make sentences accomplish their purpose, follow this rule: **Make your central thought stand out so that the reader gets one main impression at a time.** This is called **unity.**

Exercise 28

The following sentences from unskilful writers lack unity. First, does the writer have more than one purpose? Second, what are the main purposes? Third, rewrite so as to bring these purposes out unmistakably.

1. Mrs. Halsey has always kept a balance, and although not very large, it has always been steady.

2. I have now explained fully the plan, and I hope to see you around in my office in a short time taking out one of these certificates.

3. I have now on hand a number of bonds which I am going to offer for sale, and I am writing to let you know before I put them on the market for sale at par to see if you wish to buy some of them.

4. A porter in a warehouse earned enough to support himself by working nine hours a day, but by using a quick ear, a ready memory and a good command of English he mastered stenography in an evening school, and when a vacancy occurred in the office he received his promotion with an increase of $200 a year to his earnings.

5. The attached letters are sent out by us to certain lists of trade, and you may be able to find some helpful suggestions in them.

6. These have all been enumerated on the statement, together with all credits applying against them, and we believe that you will find, after carefully checking up the different sums, that we are really entitled to the balance of $327.33 mentioned.

7. We assure you that we have no desire to embarrass or trouble you, but it is necessary that this account be settled at once, and we trust that you will see that it is for your interest to adjust the matter without delay.

8. So that your letter will come to my personal attention I am enclosing a stamped return envelope, and I shall be pleased to forward descriptive circulars if you will fill out the accompanying card.

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19. Subordination.—One of the worst faults in sentence structure and one of the hardest to overcome is failure to bring out clearly the relations among ideas or thoughts. Review what is said in §§ 189, 193, 194 about subordinating conjunctions. Note how much easier it is to grasp the thought when the subordinating conjunction is used:

Confusing:

We wish to have some reliable information and we ask your opinion concerning the reliability of this company

Clearer:

Since we wish trustworthy information, we ask your opinion concerning the reliability of this company.

Confusing:

The lead in this pencil is smooth, but it is very firm and durable and seldom breaks.

Clearer:

Although the lead in this pencil is smooth, it is very durable and seldom breaks.

Confusing:

He had a very winning smile and they accepted his offer at once.

Clearer:

He had so winning a smile that they accepted his offer at once.

Put the main thought in an independent clause.

Exercise 29

Study the following groups of ideas. Determine how many main ideas there are in each; that is, how many sentences are needed in each. Then combine the ideas into sentences by using subordinating conjunctions, relative pronouns, or infinitive or participial phrases, so as to bring out the proper relations in thought.

1. At a quarter past ten he drove up to the hall. It housed the latest interest of Vernon society. It was the Community Theater.

2. The Boulevard Set were the "best people in town." They belonged to the Community Theatre Association. The leader of it was the daughter of the general manager of the railroad.

3. The individual official does not keep in his own care papers and memoranda. He may need them from day to day. He may be engaged on a piece of work. They are taken in charge at the end of the day by the filing department. They are returned to him at the time he appoints. It may be the next day or some future day.

4. The fruit is of the best quality. It is prepared in strictly sanitary factories. It is a big value for the money.

5. You will receive a catalogue. You will examine it. You will find that the courses are arranged for you. They fit the needs of the business of this locality.

6. A new class is entering on February 1. We shall be pleased to number you among them.

7. The boy was fast approaching manhood. Marbles and kites had no interest for him. He had begun to think for himself.

8. Russell Sage became a wealthy man. He was asked for the keynote of his success. He said, "Buy your straw hats in winter."

9. Andrew Carnegie became a multimillionaire. He was a poor boy. He gave a recipe for getting rich: "Save a thousand dollars. Then begin prudent investment."

10. We have written to our agent in your territory. We asked him to call on you during his next visit to your city. Perhaps difficulty in your easy handling of our duplicator remains. If so, he can give you assistance.

11. Our ribbons are manufactured abroad, recently imported, and our store is the only one that sells them.

12. We have failed to draw forth a settlement of your past-due account. You must prefer to deal with an attorney.

Exercise 30

Scan one or two of your recent themes or letters closely. You will find several places where you fail to put the main thought in the main clause. Bring these themes to class, so that your classmates may discuss the proper subordination of the less important ideas.

CHAPTER V

WORDS

***20. The Dictionary.**—Have you ever tried to chop wood with a razor? Does your father shave with a broad axe? Would a carpenter attempt to build a house with nothing in his tool-box but a saw? Just as there is a different tool for every use, so there is in language a different word for every meaning and shade of meaning. You cannot expect to build a good sentence unless your tool-box is filled with words.

Your tool-box cannot be filled all at once. You must fill it yourself word by word. The best treasury from which to draw is the dictionary. It will give you not only the words in the English language but a good deal of information about them. Look up five or six words and see what information is given. You will observe that in connection with each word the dictionary indicates:

1. The spelling (including the division into syllables).
2. The pronunciation (including both the sounds of the letters and the accent).
3. To what part or parts of speech the word belongs.
4. The various meanings, often with illustrative sentences.
5. The derivation, that is, the other words and languages from which the word is descended.
6. In some cases, its synonyms.

You should own a dictionary. An edition of Webster or of the Standard intended for high school students will serve your present needs best and will help you for many years to

come. If a good many of the words that you hear are unfamiliar, or if you are not always sure of the spelling, you will find much comfort in a small dictionary that may be carried in a boy's pocket or a girl's handbag. You should form the habit of consulting it whenever the need arises. If you put the matter off, you will forget all about your good intention.

In using both the large and the small dictionary, you can waste a great deal of time in looking for words unless you follow two simple rules. First, learn to calculate where in the volume the word will occur, so that you can turn almost to the page on opening the book. Second, when you have opened to the proper part of the dictionary, note the guide-words at the top of the page, so that you will not have to look up and down the columns until you have reached the proper page.

***21. Pronunciation.**—You must make sure that you understand all that is told you about the word. To do so you must study the explanatory notes and the key to pronunciation given in the front of the dictionary. Study particularly the symbols indicating the sounds of the vowels and consonants, the division into syllables, and the accents.

Exercise 31

1. With these principles in mind look up in a dictionary the proper pronunciation of these words:

(a)

aviator	audacious	fellow	factory
aviation	ask	follow	heroism
dirigible	father	theory	donkey

(b)

produce	answer	sword	jest
endure	educate	bouquet	just
revenue	duty	palm	gist

2. Pronounce the following words correctly, and explain how the words in each column differ from each other in meaning.

(a)

bile	pillar	point	prevision	affect	accept
boil	pillow	pint	provision	effect	expect

(b)

advice	cease	formerly	lose	metal	weather
advise	seize	formally	loose	medal	whether

3. If you find that you mispronounce any of these words or if you mispronounce other words which you are accustomed to use, list all of them on a page in your notebook entitled, "Pronunciation." Mark the proper pronunciation. Read the list over every day until you have cured all your mispronunciations.

Learn the correct pronunciation of every word you see.

***22. Specific Words.**—Study the words in italics in the following sentences:

1. Her *apparel* consisted of a *sport skirt*, a *blouse*, a *cape*, and a purple *straw hat*.
2. For *dessert* he ordered *layer cake*, *ice-cream*, and *tapioca pudding*.
3. In her *baking* she prepared not only *light bread*, but *rusk*, *cinnamon rolls*, *doughnuts*, and *angel-food cake*.

How does the first word in italics in each sentence differ from the others? Which are generic and which specific? What advantage is gained by using generic words? By using specific words?

As you see, the generic terms name a whole class of objects. They are useful when you wish to deal in general ideas. The specific words bring up some kind of picture or feeling. They are useful when you wish to be clear, exact, or to make a strong impression on the mind of your readers.

In your talk this need of specific words is particularly acute. We are all tempted to use some few words in a very vague sense, to apply them to nearly every object and situation. For example, we may say:

1. We had a *lovely* time.
2. She was simply *lovely* to me.
3. It was the *loveliest* sunset I ever saw.
4. Your pie is just *lovely*, Mrs. Read.

You can improve your conversation greatly by substituting specific words for these vague expressions.

Exercise 32

1. Draw up a list of specific words for each of six of the following words. Which member of the class has the longest list? Do all the words in it belong under the generic words under which they are listed?

dress	house	material	art
work	illness	sewing	color
food	cleaning	footwear	country

2. Find the generic term under which each of these specific terms should come. The dictionary will help you.

banana	celery	cologne	damask
bank draft	chamois	corduroy	dimity
apricot	cashier	coupon	executor

3. Make a short speech to the class on one of these subjects. Choose as many specific words as you can to bring the matter vividly before them.

City Noises	In the Woods	A Morning in the Kitchen
Making Hay	Our Garden	A Carpenter Shop
A Dog Fight	A Haberdashery	A Ball Game

4. Draw up a list of specific words that belong to school life or the schoolroom. Use them in a short composition entitled "A Day at School," in which you explain matters to a visitor from Japan.

5. Draw up a list of words, such as *capital*, *interest*, *checks*, that are used in banking and the handling of money.

6. Draw up a list of words such as *clerk*, *counter*, *showcase*, that are connected with business.

7. Substitute a specific word for *lovely* in the sentences on page 44.

8. Select from the following list three words that you overwork. Write out five sentences from your conversation in which these words appear. Rewrite with specific words inserted. What improvement do you note?

awful	good	great	smooth	terrible
fine	grand	nice	sweet	thing
fierce	mean	peach	swell	wild

9. Write out some conversation you have held recently about baseball or some similar subject. It may contain some words, like *dope*, not recognized by dictionaries in the sense in which used. Rewrite it, employing specific expressions throughout.

10. Slang consists of such unrecognized expressions as appear in the first draft just written. Prepare a talk on the subject of slang. Make an outline beforehand, in which you note the illustrative expressions you are going to use in the talk.

Always have a specific word ready for use.

23. Unfamiliar Meanings.—Study the words in italics in these sentences. Can you give the meaning of each?

1. The *log* of the airship was printed in full.
2. He caught sight of her out of the *tail* of his eye.
3. The horse was *kind* in harness.
4. The skipper drew the *painter* into the bow of the boat.

Are the following sentences quite clear? Before consulting a dictionary try to explain the meaning of each sentence. Now consult an unabridged dictionary for the words in italics to find the exact meaning that fits in these sentences.

1. *Corporations,* which have extensively succeeded the old form of *partnership,* obtain the *capital* they need chiefly by the issuance of *stocks* and *bonds.*

2. These *securities* are sold to many not directly *interested* in their *enterprises.*

3. By means of these *instruments,* the *accumulated* savings of a *multitude* are turned into a common channel.

Unfamiliar meanings of familiar words and the meanings of unfamiliar words are the two sources from which you can fill your word-chest, so that you will have always at hand the word you need. You should watch the new meanings of familiar words and the exact meaning of unfamiliar words. **Make sure of every meaning you do not understand.**

Exercise 33

1. Note in your memorandum book any unfamiliar meanings or words that you hear in an address in the school assembly or in a public speech or in a sermon at church. Look up the meanings. Which words or meanings will be useful to you in your writing?

2. In a new section of your notebook begin a list which you call "My Vocabulary." Write in it every new word or new meaning that you can make use of. From now on, before writing your exercises, look over this list to see what expressions you can employ. Once a week compare it with lists kept by other pupils, to see which classmate is drawing up the longest list.

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24. Synonyms.—Words that are synonyms of one another convey the same general meaning, but with a shade of differ-

ence which should be observed very carefully. They are frequently useful in giving a pleasing variety to the expressions of the same idea. Note the difference in the effect of the two following passages:

Clumsy:

> We beg to acknowledge the receipt of your letter of April 5th. We *will* be *able* to handle the matter of which you speak. We *will* not be *able* to take any action on the matter, however, until our board meets, which *will* be on the first of May. We *will* be *able* to after the decision.

The constant repetition of *able* and *will* creates an impression of poverty. The reader may even conclude that the writer has no ideas, since he has no variety of words. The following creates confidence because of the pleasing variety in the diction.

Smoother:

> We feel confident we *can* handle the matter referred to in your letter of April 5th. We shall not, however, *be able* to take definite action on it until our board meets on May 1st. Immediately after the meeting we hope to notify you that we have been *empowered* to carry out your request.

The unpleasant repetition of the future tense is removed by a change in construction. The repetition of *be able* is replaced by *can* in the first sentence and *empowered* in the third. Moreover, *empowered* more exactly expresses the meaning. The first form assumes that the board will grant the power. That idea of granting power is more precisely conveyed by *empowered*. Besides, the new sentence admits the possibility of adverse action by the board. Variety of expression makes for precision.

Exercise 34

Look up in the dictionary the differences of meaning between the words in each group below, and then write a short sentence bringing out the peculiar meaning of each word:

at–in
amount–number–quantity
financial–pecuniary–monetary
frequently–generally–commonly
healthful–healthy–wholesome
into–in
likely–liable–apt

Use synonyms for variety, but use them precisely.

25. Misused Words and Expressions.—In the Glossary Appendix A, you will find a list representing a kind of study that you can profitably keep up so long as you write. Take five of those groups at a time and write a sentence for each word in the five groups, showing what is the proper use of each. When you have completed the list, review it until you always use the expressions correctly. Add to the list whenever other expressions are called to your attention.

26. Tone in Diction.—We have thus far sought for words that express the idea precisely. We have seen how we can find words that will express our meaning exactly. This is of the first importance, but in business it is necessary to consider the reader also. Use the kind of words that will suit both the reader and the particular kind of letter you are writing him. In writing to a banker, we should generally adopt a more dignified tone than in writing to a garage manager. Letters to a large manufacturer asking him to pay a bill might contain almost the same ideas as a collection letter sent to a laboring man, but the ideas would be expressed in quite a different set

of words. The language suitable for the manufacturer would hardly be apt in addressing the laborer. You can develop a feeling for the proper tone only by noticing carefully the fitness of the words to the reader you are addressing.

In general, you can choose between two different levels of style. Your words may be of a familiar, colloquial turn, or they may be of the standard, rather literary level. Note the difference in the impression left by these sets of words:

Colloquial	*Standard*
1. He got a job.	He secured a position.
2. All right.	All the details are satisfactory.
3. Wait a bit.	Will you remain here a few minutes?
4. You can't, though.	You will be unable to secure permission.
5. You don't want that.	This article will not fit your needs.

Consider, too, the following sentences from letters written to collect money:

Familiar (to a private customer of a retail store):

> Won't you help us out with a check? It will be better for both of us.

Standard (to the proprietor of a store who has asked for credit on a bill of goods):

> As our business relations will probably be more mutually beneficial if conducted on a cash basis, we hope that we may have your co-operation in this respect.

Familiar (to a humble retail customer who refuses payment of his bill):

> If you do not talk the matter over with us by next Saturday, we shall be forced to ask our lawyer to see you.

Standard (from a manufacturer to a retail merchant who has long deferred payment):

> Should we not hear from you by the next mail, your apparent indifference will oblige us to protect our interests by calling for the assistance of an attorney.

In short, you must keep in mind not only the ideas you are expressing but the person to whom you are expressing them. **Make your words fit not only the subject but the reader.**

CHAPTER VI

COHERENCE AND EMPHASIS IN THE SENTENCE

27. Necessity for Clearness.—To make a sentence complete is not sufficient. It must also be clear. Although unity helps, it does not always secure clearness. Yet if you are going to deal with business men, you must be clear. If you do not make every sentence clear enough to be understood at a glance, busy men may not take the time to puzzle out your meaning. Make all the parts of the sentence hang together. Make the plan of the sentence consistent from beginning to end.

28. Change of Subject.—One of the commonest mistakes is to change the subject.

Wrong:

> He entered a lunchroom to be alone, but there were a half-dozen men loafing in the place.

The writer first directs our attention to the man and then shifts it to the loiterers. See how much smoother the sentence is when he keeps the same subject before the mind:

Better:

> He entered a lunchroom to be alone, but found a half-dozen men loafing there.

Exercise 35

Rewrite the following sentences to make them hang together better. Be careful not to change the subject.

1. As this system of shorthand was invented by Gregg, his name is naturally used to designate it.

2. George's enlistment had been early, and pretty soon they ordered him to France to finish his training.

3. She dressed for dinner in black silk and old lace, and the table was laid with fine china and silver, but she ate only corn-meal mush or something cheaper.

4. When you buy an incubator from us, it is right here on the floor.

5. You can pick it to pieces, and if there's a scratch on it, it needn't be kept.

6. Some dealers took the retail business over, and it was handled extremely well.

7. We apologize and you will find enclosed Uncle Sam's steel engraving for excess postage.

---

29. Change of Construction.—A second mistake is to change the construction in parts of a sentence that express similar or parallel ideas. If you have phrases in one part, use phrases in the other part. If you begin with a clause, express the corresponding idea in a clause. If you make use of a verb for one idea, find a verb for the parallel idea. This balanced, or parallel, structure is not only very clear, but very forceful. Ideas thus expressed attract the attention and are remembered longer.

Wrong:

> The firm was established in 1900 by Sullivan, but ten years later he formed a partnership with O'Brien.

Right:

> Sullivan established the firm in 1900, but in 1910 he formed a partnership with O'Brien.

Note the arrangement in each clause: subject, verb, object. Even the phrase "in 1900" is repeated in the new phrase "in

1910." Sometimes this balancing is used only in parts of a sentence.

Wrong:

He was very reluctant about playing the piano or to recite poetry in company.

Right:

He was very reluctant about playing the piano or reciting poetry in company.

Exercise 36

Rewrite the following sentences in balanced form. Note how much clearer they are.

1. There is an important difference between "knocking" and when you make fair comparisons.

2. The better policy is always to acknowledge a superiority in a competitor's goods but emphasizing the value of the goods you sell.

3. We appreciate your subscription and that your present failure to remit is not intentional.

4 When dealers do business in this way, the public will be better served, your profits will be higher, and our expenses will be lowered.

5. He came in great haste, but when he went out his gait was leisurely.

6. The suit was first steamed, then pressed, and delivered immediately.

---

30. Change of Thought.—1. A shift in the construction of a sentence is difficult to remedy when it arises from a shift in the intention of the writer. For example,

Wrong:

At the age of twelve both her parents died.

Here the writer at first intended to write about the girl, as we see from the phrase, "at the age of twelve." Though he

began on this plan, he did not keep to it, for the thought of her parents flashed across his mind and he at once started to talk of them. The remedy is to restore the plan or intention with which the sentence begins.

Right:

At the age of twelve she lost both parents.

How does the same shift occur in this sentence?

Wrong:

Walking down the hall, a window opened at your left.

Right:

Walking down the hall, you saw (or found) a window at your left.

The name "dangling participle" is frequently given to this construction. Participles at the beginning of a sentence should modify the subject, but the writer of the sentence forsook his first plan and introduced a new subject.

2. When you make comparisons, you should be particularly careful not to forsake your plan. Think very carefully: "What objects am I comparing?" and be sure your sentence brings them logically together. For example,

Wrong:

The advantages of a city high school are greater than the country.

You do not mean that the *advantages* are greater than the *country*. The mistake is that you have not carried out the logical plan you started with, for you meant to compare high schools in the city and in the country. Make clear what are the two objects compared.

Right:

The advantages of a city high school are greater than those of a country high school.

Watch your sentences carefully to see that they carry out your plan or intention.

Exercise 37

Rewrite these sentences so that they follow one consistent plan.

1. Rushing out into the street at dismissal, the rain wet him to the skin.

2. Our business is different from any company in the country.

3. Referring to your request of April 17th, free copies cannot be forwarded unless postage accompanies the request.

4. He declared that the subjects in the commercial course were more valuable than the general course.

5. While talking to my English teacher this morning, he asked me if you were ill.

6. The production of steel in the United States is greater than any two European countries.

7. Although a studious girl, her grades were never very high.

8. He said studying those Latin lessons in the first year were his most miserable moments.

9. While too young to hold a book, my mother would read me to sleep every night.

10. The teacher kept me in after school, and thus I was forced to miss the ball game.

11. The reason for my being kept in was on account of whispering in the arithmetic lesson.

12. On opening the door, blackboard erasers were flying through the air.

13. Shouting for instant order, the room became still as a tomb.

14. The cause of the unseemly disturbance was due to two boys, who got into a fight.

15. Although very angry, the teacher's voice was ominously quiet.

Exercise 38

Read over the last two or three themes you have written and copy out examples of sentences that change the plan or intention with which the sentence was begun. Bring these to class for your classmates to correct.

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31. Sequence of Tenses.—1. We are told (§ § 207, 208) the meaning of each tense. We should here study the way in which tenses fit together.

Wrong:

He said he is going home.

Now the use of *is* is wrong because you are referring to an event in the past, and past time is expressed by a past tense. What he said was, "I am going home." If you wish to give, not the exact words which "he" spoke, but the substance in your own words, you may write, "He says he is going home." But when you put *says* in the past tense, "He said," you must put the object clause also in the past tense. That is, **after a past tense in the main clause, you must use a past tense in the dependent clause.**

Right:

He said he was going home.

Wrong:

He said they have gone home.

Right:

He said they had gone home.

The change is necessary in the last sentence because the dependent clause expresses an action completed. To express

this idea of completed action after a past tense in the main clause, you need a past perfect tense in the dependent clause.

2. These rules hold with respect to the infinitive. When the action expressed by the infinitive occurs at the same time with the action expressed by the main verb or at a future time, use the present infinitive. When the action expressed by the infinitive is completed before the action of the main verb, use the perfect infinitive.

He was said to be wealthy.
He was said to have been wealthy.

The first sentence indicates that he was still enjoying his wealth. The second indicates that he had lost it.

Wrong:

He rejoiced to have learned that Monday would be a holiday.

Right:

He rejoiced to learn that Monday would be a holiday.

Right:

He was content to have offered himself to his country, even though he had been rejected.

3. There is one exception to these rules. The present tense is used to express unchangeable truths, or facts that, though subject to change, are true at the time.

Right:

He *declared* that the presidency *is* the highest honor in our country.

Right:

He *asked* what the duties of the president *are*.

Exercise 39

Explain why the tenses are used as they are in the following passage.

"Oyster Bay awoke to a white world of falling snow and the saddest day in its history this morning. From the flagstaff in the square the Stars and Stripes flew at half-mast, and snow lay thick upon the trophy cannon that had been Colonel Roosevelt's gift to his townspeople. Snow was still falling when those who had been bidden to the funeral began to arrive. A few near and dear to his heart were admitted to the big, mournful house on Sagamore Hill. They were chiefly men high in the nation's councils who had fought under his leadership. The flag that he loved with a surpassing devotion still lies upon his coffin. Beyond his grave the steel-blue waters of the Sound stretch away, and at right and left and above his resting place, rise his beloved hills."

Exercise 40

Which of the forms in each parenthesis is correct? Why?

1. What (is–was) the name of the preacher we heard this morning?

2. What did you tell me the salary of the mayor (is–was)?

3. He said that in the future he (will-would) trade elsewhere.

4. If I knew his name, I (shall–should) ask him to join us.

5. He said he (is–was) a stranger in town and (does–did) not know where (to find–to have found) a better hotel.

6. Do you think that he (will–would) be more watchful?

7. I should think you (will–would) come on time.

8. What did you say (is–was) the legal rate of interest in Texas?

9. He reported that the manager (is–was) out for lunch.

10. He said that the bookkeeper (sends–sent) out the collection letters.

11. She went down-town in the morning so that she (may–might) miss the crowds.

12. She was disappointed (to find–to have found) no ginghams on sale.

13. She would have bought a dozen yards if she (found–had found) a purple pattern.

14. She will go down next Monday if she (sees–has seen) it advertised.

15. He was glad (to discover– to have discovered) the truth in time.

16. I am glad (to have–to have had) the opportunity of seeing him just before his death in 1919.

17. By the time school is out I shall (complete–have completed) all the copying.

18. He soon learned what the distance (is–was) to St. Louis and what (are–were) the fastest trains.

19. I remembered how tired he was, and I got out of bed without my clothes on. I hardly (know–knew) it had happened until the captain put his head in. The captain went away, but in ten minutes he (come–came) back. We could hear a terrible confusion, but there (is–was) not the least thing to indicate that there was any trouble.

---

32. Emphasis in the Sentence.—One of the simplest methods of making an idea in your sentence attract the reader's attention is to begin with capital letters the words expressing that idea, to underline them, or to print them in red if you have a red-and-black ribbon on the typewriter.

Example:

> I enclose Five Hundred Dollars. Mail the enclosed envelope *now*.

In general, however, the best way of bringing words to the reader's attention, is to place them where he can hardly fail to see them. Two places are sure to catch his eye—the beginning and the end of the sentence. Place the words you wish him particularly to notice at one of these two places. If these words would not normally come there, they are that much surer to attract him.

Unemphatic:

> There is an out-of-the-way shelf and a storeroom closet in every retail store.

Better:

In every retail store there is . . . closet.

Unemphatic:

The same old question, "Why?" comes up at nearly every meeting of creditors in bankruptcy cases.

Better:

At nearly every meeting of creditors in bankruptcy cases, the same old question comes up—"Why?"

When you have several items in a series, the most important should come last. Such arrangement is called **climax.**

Your visiting guests need it, the automobile owners need it, the wagons hauling heavy goods need it, and the farmers need it.

Farmers are mentioned last because they form the most numerous class in the community, and consequently the largest buyers of the article.

What you want the reader to note particularly, place at the beginning or at the end of a sentence, or at the close of a climax.

Exercise 41

Make these sentences more emphatic by placing the parts to which you wish to attract attention where they will attract attention.

1. He was invited to take a trial position with a leading firm because the manager liked his activity as assistant secretary of a Sunday school.

2. Nearly all the people are farmers, who suffer from all diseases crops are heir to, drought, cold, and hail.

3. He felt lonely, deserted, oppressed, and cold.

4. Two attentive, friendly, kind old ladies met her in a cold-looking, huge, dusty, smelly factory.

5. Suggestion in advertising is sure, strong, and swift.

6. It is well worth the time to produce and to study the kind of action that is almost automatic, if possible.

7. There would be no advertising if this were a world that through reason ate its favorite breakfast food, chewed its favorite gum, and smoked its favorite cigars.

8. This book is always preaching about honesty, neatness, punctuality, co-operation, and cheerfulness.

9. He found the manager, after hunting through every part of the factory.

10. Indirect suggestion, unchallenged, passes a sleeping sentinel.

11. He repeated it on the way to school, while eating breakfast, during study period, and as he rose from bed.

12. Employers think a youth has strength of character if he has finished his high school course in the usual period of time.

13. Employers will conclude that he will be able to obey orders in the shop or in the office if he has formed the habit of getting along with his associates in school.

14. The manager's duties are exacting, distinguished, responsible, and many.

15. A young man should find out what firms offer the best conditions of work if he has to accept some less desirable position.

16. He should file with the best firms formal applications for work.

17. The same care should be taken in making statements in interviews with employers that you take in writing a letter.

18. The manager reminded me that the position would soon be easier and more highly paid and was new.

---

33. Emphasis in Successive Sentences.—Short sentences are easier to understand and remember than long ones. Read over this sentence:

Weak:

> If you ask the man at the bench or the machine, his foreman, the superintendent, engineer, general manager or anyone from the bottom to the top of your organization.

you will find every person agreeing so completely that better lighting means better production that you will not need any figures to convince you of the advantages.

Close the book and see how much of this you can give in your own words. Now read these sentences:

Stronger:

Ask the man at the bench or the machine. Ask his foreman. Ask the superintendent, the engineer, the general manager. Ask anyone from the bottom to the top of your organization. You will find all hands in agreement. They all know that better lighting means better production. They don't need figures. They simply know it must be so.

How many ideas now become distinct that were obscure in the first form? The result is quite natural, for it is surely easier to understand ten words in a group than fifty.

To help the reader remember, make your sentences short.

34. Choppiness.—The first four sentences in the stronger paragraph in § 33 are very much alike. They begin with the same verb and contain the same kind of object. This repetition arouses a keener suspense, but to keep on writing in short, simple sentences would become monotonous. The shortness would cease to interest the reader and might in the end keep him from reading at all.

Choppy:

A customer comes into the store. He bought some shirts the day before. He complains of the shirts. The sleeves are too short. The clerk waits. Then the customer demands his money back. The clerk should meet him halfway. He should show him the policy of the store. The store says, "Money back if you want it."

So long a series of short, simple sentences is annoying. How much pleasanter and smoother is the following statement of the same thought?

Smoother:

> If a customer who bought some shirts the day before comes into the store and complains that the sleeves are too short, the clerk shouldn't wait for him to demand his money back. Meet him halfway. Show him that the policy of the store is, "Money back if you want it."

This is clearer because it brings out the relations better. It is pleasanter because it is more varied. It is more emphatic. The important thought, "Meet him halfway," stands out among the longer sentences by its shortness.

To keep your reader interested, vary the length and structure of your sentences.

Exercise 42

1. Rewrite the last of your themes, breaking up the long sentences into shorter ones. Have you made your ideas easier to remember?

2. Look over the last few themes or letters of a classmate to see whether they contain any "choppy" passages. Talk them over with him and reach an agreement about how they should appear rewritten.

Exercise 43—Review

Rewrite the following letter, which illustrates nearly every fault in sentence structure. Explain in what ways you strengthen or clarify each sentence.

> My dear Mr. Short:—I wish to thank you for giving me the recommendation, which the Federal Reserve Bank requested, but as luck would have it two of the other men whom I had given references, failed to answer the letter

which was sent them, thus, I had the misfortune of losing the opportunity of getting the position.

I have heard it was a very good place to get into, and I was very anxious about getting it, but inasmuch as I did not get it, I will have to look for something better, as the position that I have now is the same one as I first went to, but there is not a very good chance to get ahead, I am looking around to get something better, with a larger chance for advancement.

I have gone to night school and have studied stenography and I am almost finished and then I am going to continue with bookkeeping, of which I have a very good foundation, all of which I had learned in your class.

Hoping that I have caused you no trouble, I remain,

Yours respectfully,

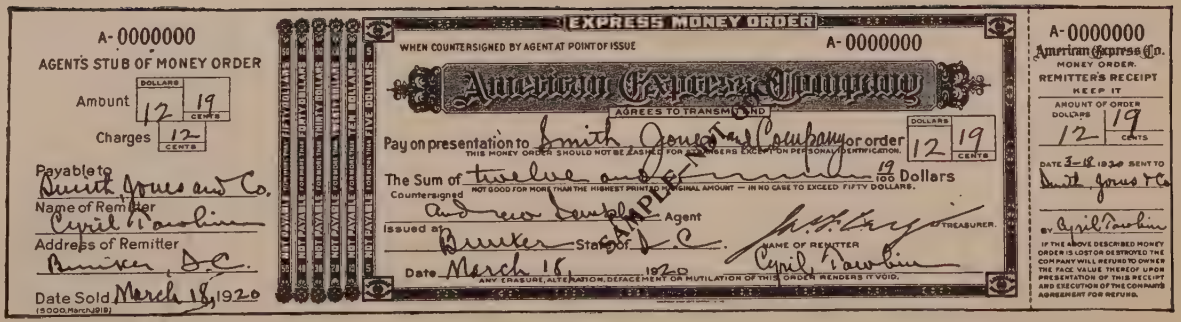
CHAPTER VII

REMITTANCES

35. Forms Seldom Sent by Mail.—Frequently, as when ordering goods, a business man is obliged to send money through the mails. A study of the various forms of remittance will show that, though several different forms are available, usually one form is better than another for the particular business in hand.

As *silver, currency,* and *stamps* may be lost very easily, they should never be sent through the mails. Besides, there is no receipt to show whether the remittance was sent or received. An exception is sometimes made with small amounts, if the person or firm to whom they are sent assumes all risk. In that case, stamps should be folded in paraffin paper. Coins should be inserted in a coin card, which can be made easily from a heavy piece of cardboard by cutting holes just the size of the coin with a sharp penknife. After the coin is inserted, a stout piece of paper should be pasted on each side.

36. Money-Orders.—A money-order is an order issued by one express office or post-office and payable at sight at another. *Express money-orders* are convenient and cheap. They may be purchased for a small fee at any express office or at the agencies in drug stores and similar places. As the face of the order bears the sum and the remitter's name, and as the payee must indorse it before receiving payment from the company, an express money-order provides a record of the


A-0000000
AGENT'S STUB OF MONEY ORDER
DOLLARS
Amount 12 19 CENTS
Charges 12 CENTS
Payable to Smith Jones and Co.
Name of Remitter Cyril Dawkins
Address of Remitter Amiven, S.C.
Date Sold March 15, 1920
(5000-March 1918)
NOT PAYABLE FOR MORE THAN FIFTY DOLLARS
NOT PAYABLE FOR MORE THAN FORTY DOLLARS
NOT PAYABLE FOR MORE THAN THIRTY DOLLARS
NOT PAYABLE FOR MORE THAN TWENTY DOLLARS
NOT PAYABLE FOR MORE THAN FIFTEEN DOLLARS
NOT PAYABLE FOR MORE THAN TEN DOLLARS
NOT PAYABLE FOR MORE THAN FIVE DOLLARS
EXPRESS MONEY ORDER
WHEN COUNTERSIGNED BY AGENT AT POINT OF ISSUE
A-0000000
American Express Company
AGREES TO TRANSMIT AND
Pay on presentation to Smith Jones and Company or order
DOLLARS 12 CENTS 19
THIS MONEY ORDER SHOULD NOT BE CASHED FOR STRANGERS EXCEPTION PERSONAL IDENTIFICATION.
The Sum of twelve and 19/100 Dollars
NOT GOOD FOR MORE THAN THE HIGHEST PRINTED ORIGINAL AMOUNT — IN NO CASE TO EXCEED FIFTY DOLLARS.
Countersigned Andrew Lowndes Agent
SAMPLE
Issued at Bruker Station S.C.
TREASURER.
Date March 15, 1920
NAME OF REMITTER Cyril Dawkins
ANY ERASURE, ALTERATION, DEFACEMENT OR MUTILATION OF THIS ORDER RENDERS IT VOID.
A-0000000
American Express Co.
MONEY ORDER.
REMITTER'S RECEIPT
KEEP IT
AMOUNT OF ORDER
DOLLARS 12 CENTS 19
DATE 3-15 1920 SENT TO
Smith Jones & Co
By Cyril Dawkins
IF THE ABOVE DESCRIBED MONEY ORDER IS LOST OR DESTROYED THE COMPANY WILL REFUND TO OWNER THE FACE VALUE THEREOF UPON PRESENTATION OF THIS RECEIPT AND EXECUTION OF THE COMPANY'S AGREEMENT FOR REFUND.

Express Money-Order

This kind of order is like a certified check. It is good at any time and may be indorsed by several persons in succession

transaction. After payment, the company keeps the order as a part of its records, so that it can be referred to if needed.

Though the *postal money-order* is obtainable at nearly every post-office, it is an expensive way of sending more than $25. Besides, the post-office cannot issue an order for over $100. This form is merely an order by the postmaster at one place upon the postmaster at another to pay a stated sum to the person named in the order. The remitter writes out an application and is given a receipt, which, however, does not bear his name and which is therefore not a full record of the transaction.

37. Checks.—Checks are growing in use as the number of bank depositors increases. When you deposit money in the bank, you are furnished with a check-book containing blank checks. On these you write an order over your signature directing the bank to pay a stated sum to the person you name. You are called the *drawer* or maker; the person you name is the *payee;* the bank is the *drawee.* When the bank pays the check, it deducts the sum from your account.

The chief disadvantage of the *personal check* is that the payee has no assurance that it is good; that is, that the drawer has on deposit the amount called for. Another is that in large cities there is a charge for collecting many out-of-town checks. This charge should always be added to the face of the check to protect the creditor against loss.

Before the *payee* can cash the check, he must indorse it. He does this by turning it face downward with the left end at the top. Across the top he writes the indorsement which is, in effect, a receipt for the money. The payee indorses it if he simply writes his name. He indorses it in full if he writes "Pay to the order of—" and signs his name. The

No. 693 Richmond, Va., April 17 1920

RICHMOND TRUST & SAVINGS COMPANY
INCORPORATED.

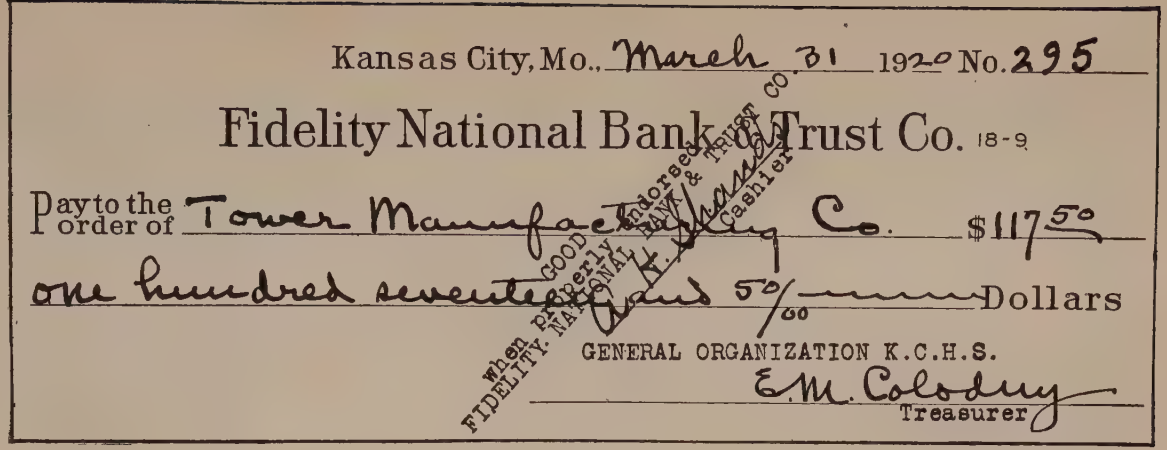
Pay to the order of The Roitan Grocery Company

twenty-two and 25/100 Dollars

$22.25 Ellsworth Parker

Personal Check

Note the care with which every blank is filled in, so that no alterations will be possible



Kansas City, Mo., March 31 1920 No. 295

Fidelity National Bank & Trust Co. 18-9

Pay to the order of Tower Manufacturing Co. $117.50

one hundred seventeen and 50/100 Dollars

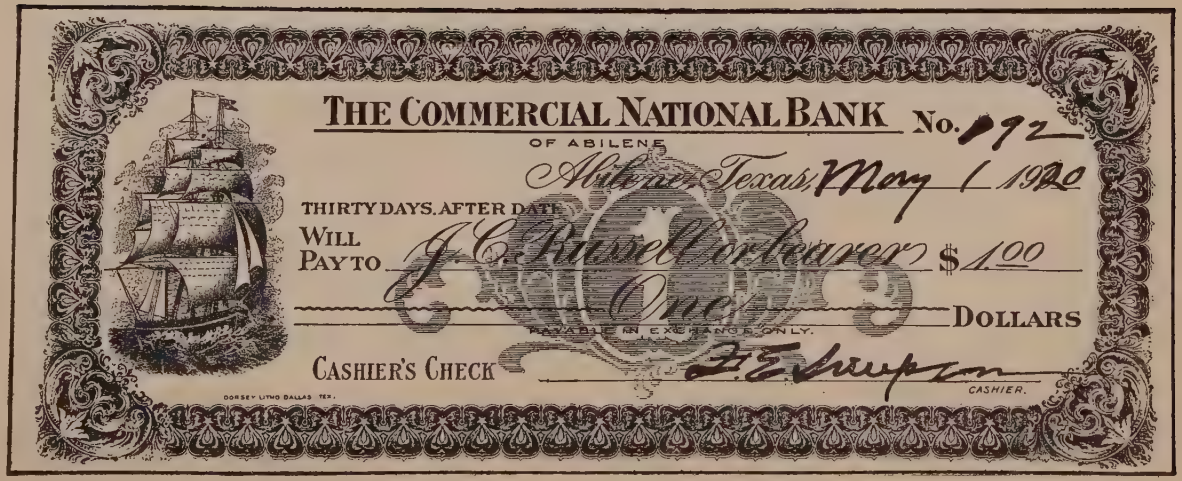
GOOD When properly indorsed FIDELITY NATIONAL BANK & TRUST CO.

GENERAL ORGANIZATION K.C.H.S.

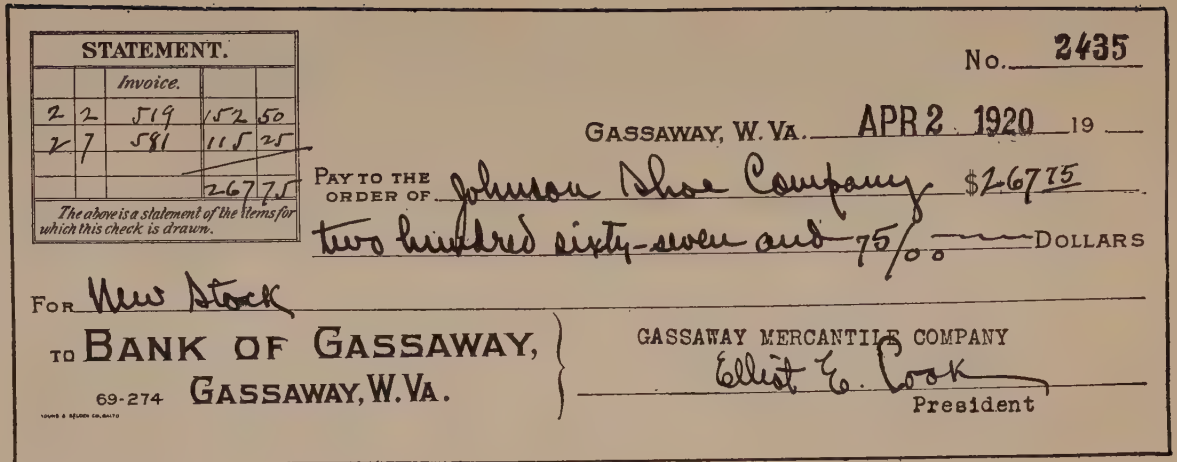
E. M. Colodny Treasurer

Certified Check

The certified check is merely a personal check across which the certification is stamped by the bank, with the cashier's signature thereto.



Cashier's Check



STATEMENT.				
		Invoice.		
2	2	519	152	50
2	7	581	115	25
			267	75

The above is a statement of the items for which this check is drawn.

No. 2435

GASSAWAY, W. VA. APR 2 1920 19

PAY TO THE ORDER OF Johnson Shoe Company $267.75

two hundred sixty-seven and 75/00 DOLLARS

FOR New Stock

TO BANK OF GASSAWAY, 69-274 GASSAWAY, W. VA.

GASSAWAY MERCANTILE COMPANY
Elliot E. Cook
President

Voucher Check

This check, when indorsed and returned to the Gassaway Mercantile Company, will constitute a receipt for invoices 519 and 581. Checks are coming more and more to be accepted as receipts, and this form shows exactly for what it is a receipt.

bank returns the indorsed check to the maker, who then has a complete record of the transaction, including the receipt.

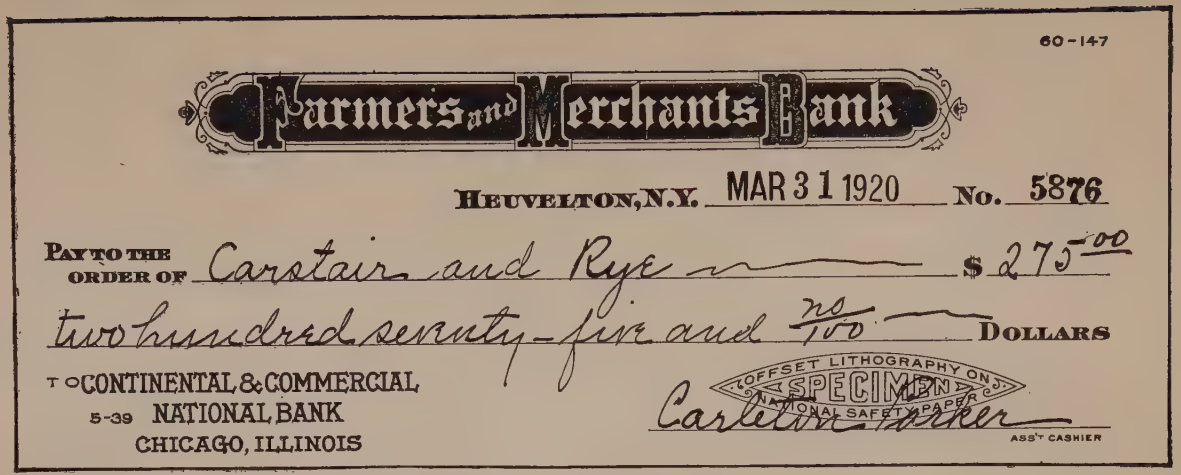
The *certified check* is drawn like a personal check, but the bank certifies that it is good, that is, that the signature is correct and that the amount is in the bank. This it does by stamping across the face "good," or "certified," and adding the signature of the cashier or paying teller. Naturally, it does not wish to be troubled with certification of small sums. At the time of certifying, the bank deducts from the account the amount of the check. With such a guarantee the check is anywhere practically as good as the money itself.

A *cashier's check* is drawn by the cashier of a bank or treasurer of a trust company on his own bank. If you wish such a check, make out your personal check for the amount you desire. The bank cashier will then make out a cashier's check in your favor. This you can indorse in favor of anyone you may name. It is the equivalent of a certified check or bank draft, and furnishes a record of the transaction.

Voucher checks are growing in favor, as they provide a receipt on the face of the check. On a voucher check the items for which it is a payment are listed, and often the address as well as the name of the payee is given. Sometimes two signatures by the company or corporation drawing it are necessary for validity.

38. Drafts.—A *bank draft* is a kind of check which one bank draws on another in some financial center of the country. As no exchange is charged for cashing drafts on financial centers like New York and Chicago, banks and business houses frequently require that remittances be sent in drafts.

If you wished to make such a remittance, you would draw a check in favor of your bank for the sum and present it to the



60-147

Farmers and Merchants Bank

HEUVELTON, N.Y. MAR 31 1920 No. 5876

PAY TO THE ORDER OF Carstair and Rye $ 275-00

two hundred seventy-five and no/100 DOLLARS

TO CONTINENTAL & COMMERCIAL
5-39 NATIONAL BANK
CHICAGO, ILLINOIS

OFFSET LITHOGRAPHY ON J. C. SPECIMEN NATIONAL SAFETY PAPER

Carleton Parker
ASS'T CASHIER

73

Bank Draft

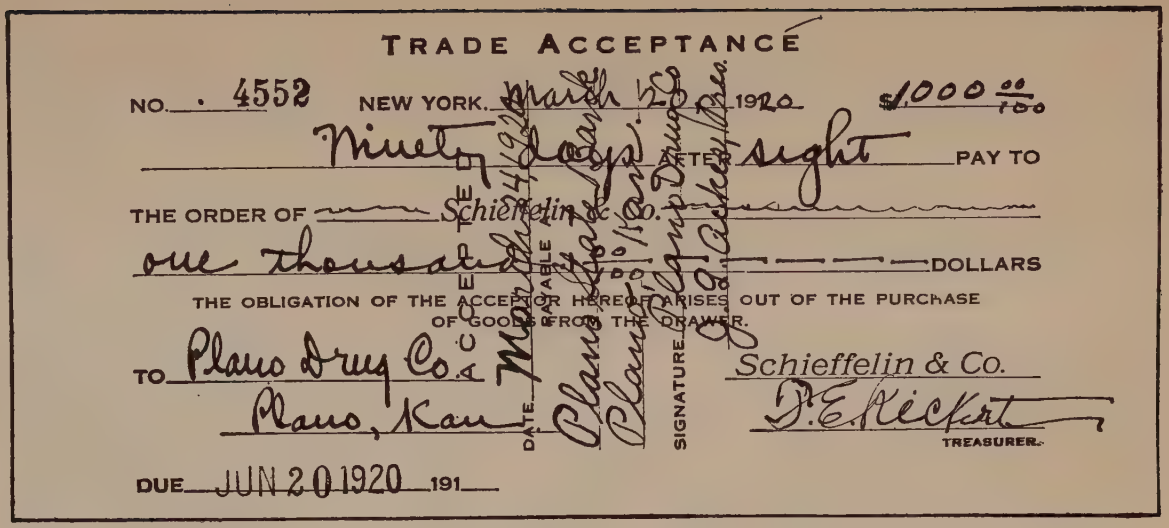
Carstair and Rye will indorse this to the order of Partridge and Smith of Chicago, in payment of bills falling due. Partridge and Smith will indorse it when depositing it or cashing it at their bank. Their bank will collect through the Continental & Commercial National Bank, which will forward it through a corresponding bank to the Farmers and Merchants Bank at Heuvelton, N. Y. The latter will keep it on file, should Carstair and Rye wish to consult it at any time.

cashier. He would make the draft payable to the firm to which you are remitting if you so requested, but usually he would make it out in your favor. You would then indorse it in favor of the firm to which you are remitting. The payee indorses it when he cashes it at his bank. Thus the draft itself supplies a complete record of that piece of business. It is then returned to your bank, where you might in case of need examine it as a receipt.

Time drafts are sometimes used in meeting obligations. As in bank drafts, two banks carry on the transaction. If a merchant owes a firm for goods but is not in a position to pay when the bill becomes due, the firm may extend his time by sending a time draft through its bank to the bank in the merchant's town. This bank presents it to the merchant, who signifies his intention of paying by writing "Accepted" across the face, adding the date and his signature. The time draft is then returned to the bank with which the firm deposits. If the firm needs money, the bank will discount the draft; that is, the bank will pay the draft, but will keep a small part of the face value as a return for interest charges and for its services in collecting the draft when it falls due.

A *sight draft* is like a time draft in every respect except that it must be paid at sight instead of after a lapse of time. In the United States it is frequently used to collect bills that are overdue.

39. Acceptances.—Since the Civil War the American way of doing business has been by means of credit. A merchant buying a bill of goods may be given 30 or 60 days, and sometimes longer, in which to pay for it. Thus he is granted time in which to sell at least part of the goods and thereby secure



TRADE ACCEPTANCE

NO. 4552 NEW YORK, March 20, 1920 $1,000 00/100

Ninety days AFTER sight PAY TO

THE ORDER OF Schieffelin & Co.

one thousand 00/100 DOLLARS

THE OBLIGATION OF THE ACCEPTOR HEREOF ARISES OUT OF THE PURCHASE OF GOODS FROM THE DRAWER.

TO Plano Drug Co.
Plano, Kan.

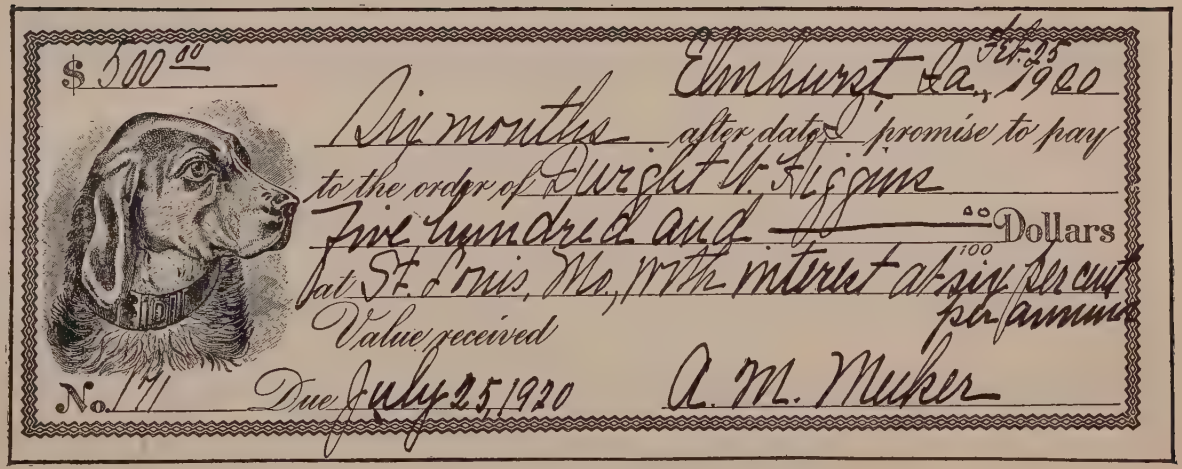
Schieffelin & Co.
F. E. Kickert
TREASURER.

DUE JUN 20 1920 191

ACCEPTED
DATE March 24, 1920
PAYABLE Plano State Bank
Plano, Kan.
SIGNATURE Plano Drug Co.
J. G. Acker, Pres.

Trade Acceptance

The large order of drugs shipped by Schieffelin and Company is one on which it wishes to give liberal terms but does not wish to tie up money. It consequently sends with the invoice this trade acceptance. The Plano Drug Company accepts by filling in the blanks across the face of the acceptance and returns it to Schieffelin and Company. The latter can either wait until a few days before maturity and then have it collected through its bank, or the company can discount it at once. The New York bank at maturity will collect through the Plano State Bank, which already has an understanding with Mr. Acker about meeting these acceptances as they fall due.


$500.00
Elmhurst Ill., Oct. 25 1920
Six months after date I promise to pay
to the order of Dwight L. Higgins
Five hundred and 00/100 Dollars
at St. Louis, Mo., with interest at six per cent
per annum
Value received
No. 171 Due July 25, 1920
A. M. Meeker

Promissory Note

The promissory note, unlike the other forms here illustrated, usually indicates the borrowing of monev. Mr. Meeker has borrowed $500 from Mr. Higgins. The form merely means that Mr. Meeker assumes the obligation to repay at the end of six months, and to add interest at the rate stated on the face of the note.

the money for payment. If he is willing to pay at once, within 10 days, he is usually granted a discount of 2 or 3 per cent.

In recent years there has arisen a movement on the part of jobbers and manufacturers to secure funds at once for the goods they sell. Along with the invoice they send an *acceptance*, a statement that the merchant has received the goods and that he promises to pay for them within 30 days. This acceptance the manufacturer can discount at the bank and thus obtain funds for carrying on or expanding his business. If the merchant is not ready to pay at the end of 30 days, when his local bank presents the acceptance, it can run for another 30 days at interest.

40. Notes.—Sometimes payment is made by *promissory note*. That is, a person writes out a promise to pay a set sum at the end of a stated period, with a specified rate of interest. The payee can frequently discount the note at the bank, if both the maker and the payee are favorably known to the bank authorities. The payee then guarantees payment by writing his name across the back of the note.

41. Letter of Remittance.—The letter of remittance should be as careful in details as a lawyer's contract. It should specify the enclosures, such as notes, drafts, checks, money-orders, acceptances, so that any wrong enclosures or incorrect amounts may be detected at once. It should also specify the accounts upon which they are to be applied. Otherwise the creditor will apply them as he sees fit.

Enclosures should be laid with upper edges along the top of the letter and the left-hand ends even with the corresponding edge of the sheet, and should be fastened in place with a pin or small paper fastener. The statement of enclosures is

often made specific (see letter on page 79) so that the stenographer or mail clerk will make no mistake. The one who opens the envelope can also check up the items at a glance.

No. 1367 NEW YORK, March 23 1920

THE EQUITABLE TRUST COMPANY OF NEW YORK 1-217

PAYABLE AT COLONIAL BRANCH 622 BROADWAY

PAY TO THE ORDER OF The Smith Publishing Company $512.33

five hundred twelve and 33/100 DOLLARS

Taylor Hughes

March 23, 1920

The Smith Publishing Company
20 Broadway
New York City

Gentlemen:

The enclosed check for five hundred twelve dollars and thirty-three cents ($512.33) is in payment of the shipment of books made on January 23.

Very truly yours,
Taylor Hughes

Enclosure

42. Acknowledgment of Remittance.—The acknowledgment of a remittance should be very prompt. It should state the amount received and should be a conspicuous example of that courtesy that looks to the future.

THE GENERAL ORGANIZATION

The Martha Washington High School, Denver, Colorado

October 1, 1920

The Towne Manufacturing Company
813 Lake Street
Chicago, Illinois

Gentlemen:

I enclose a draft for $45.55 in payment of the stationery you sent on September 3 and a certified check for $78.40 in payment of the school pins delivered on September 25, $80 less 2 per cent for payment in 10 days.

Very truly yours,
O. B. Black

Enc. draft $45.55
Enc. cert. check $78.40

THE TOWNE MANUFACTURING COMPANY

School and Office Supplies

812 Lake Street, Chicago, Illinois

October 4, 1920

Mr. O. B. Black
Martha Washington High School
Denver, Colorado

Dear Sir:

We thank you for your draft for $45.55 and certified check for $78.40, which settled your account in full.

We hope that the high quality of the stationery and pins will bring your name on our books for another order.

Very truly yours,
The Towne Manufacturing Company

Exercise 44—Oral

1. An advertisement offers rat paste for roaches and water-bugs for 25 cents a tube. How would you pay for a tube ordered from the Rat Biscuit Company, Springfield, Ohio?

2. Houghton Mifflin Company, 4 Park Street, Boston, Mass., offers "A Treasury of War Poetry" for $1.25. How would you remit? If you pay by check, for how much would you draw it?

3. You are in a jobbing business. Samuel Lee, a new customer, sends in an order amounting to $48 and offers to pay by personal check. You do not wish to lose his patronage. You wish to protect yourself against loss. What are you going to do?

4. You live in Turner Center, Idaho, ten miles from the railroad. You have bought a bicycle of the Mead Cycle Company, Chicago, Ill., on the instalment plan. How would you remit $5 a month?

5. You live in Dudleyville, on the railroad, and wish to pay the cost of the bicycle ($35) at once. You have no bank account. What form of remittance would you use?

Exercise 45—Written

Cut pieces of paper the proper size for checks, notes, and drafts (about 3½ x 8 inches). Make them out properly and enclose them in the following letters.

1. Send an acceptance to J. C. Wilson Company, Detroit, Mich., of $912.60 for a shipment of motor trucks and parts.

2. Write to the St. Louis Sheet Metal Company, remitting $72.62 in payment of your account as shown by their last monthly statement. What form would you use? Have you used the proper tenses? (See §§ 207, 208.)

3. Write to the freight agent in your town, paying the month's freight bill. How would you remit?

4. Write Whitman and Barnes, Akron, Ohio, sending them a note for $250 on your account.

5. You are in business at Oxford, Miss. Send a bank draft to Cutter and Robson for $138.50 for your month's bill for fruit and candies.

6. You have bought a house and lot in Cedar Rapids, Iowa. The

price is $6,500. You pay, $1,500 down to Samuel Birbeck, the owner, in Des Moines, Iowa, and arrange for further payments in instalments. Use certified check. Have you used the future tense properly? (See § § 208, 210.)

8. Eben Lewis, Sentryville, Ariz., has sent you a check to apply on his account. Acknowledge the receipt of it.

9. You have requested Wilson and Winder to settle their account in full. They send a draft for $90, leaving $110 to be paid. Write an acknowledgment. What reference can you make to the unpaid balance?

10. Mr. George Kenna writes you that he is enclosing a check for $32.25, but forgets to enclose it. Write an appropriate reply.

11. Mr. Alfred Whiting writes that he is sending $28.30, the amount he owes you. By mistake he draws the check for $30.28. Return the excess by check with an appropriate acknowledgment.

Exercise 46—Oral Reports

Plan very carefully a paragraph on one of these topics and deliver it before the class.

1. The advantage of each form of remittance.

2. The importance of a business signature.

3. Why a depositor needs a pass-book.

4. How to keep your check-book balanced.

5. How to make a deposit of coin, bills, and checks.

Let a member report whether: (1) he could hear you easily; (2) your plan was clear; (3) you used adjectives for adverbs. (See § 213.)

CHAPTER VIII

LETTERS OF APPLICATION

43. What They Are.—If you will suppose that you have completed the high school course or that ill-fortune forces you to go to work, imagine also that you are trying to secure a position. If you do not have relatives or friends who can aid you in this, your success will depend on your ability to convince prospective employers that you are the best person for the position they wish to fill. How much ability of that kind is revealed in the two following answers to advertisements?

The natural course for you to follow would be to watch the advertisements in the newspapers and apply for such positions as attract you. Very often the applicant is instructed to write a letter stating his qualifications and giving some account of himself.

There are two ways of arranging the material of such a letter. Both arrangements are good. You will choose one or the other according to the circumstances of the particular case.

When the position is one for which there will probably be many applicants, so that the employer can give only a little time to each letter, what is known as the *tabular* form is useful. It tells more at a glance than does the ordinary letter arrangement.

44. The Tabular Form.—

Boy in Office

wanted for woolen concern. Apply in type or hand-writing, stating experience. Address MM210, Daily News Record, 8 E. 13th St.

2791 Bainbridge Avenue
East St. Louis, Illinois
April 1, 1920

[redacted]
Daily News Record
8 East 13 Street
Saint Louis, Mo.

Gentlemen:

I wish to apply for the position of Boy in Office advertised in today's "News Record."

My qualifications are as follows:

Age -- sixteen years
Education -- two years in Commercial High School, East St. Louis. I plan to study textiles in evening school.
Experience -- summer, 1918, office boy of Smith-Emes Company, 313 Locust Street for two months.

summer, 1919, office boy with Slawson and Decker, tailors, 112 Maynard Place, for nine weeks.
References, by permission -- Character -- Principal Gilbert B. Sykes, Commercial High School, East St. Louis, Illinois.

Business ability -- Mr. A. B. Decker
112 Maynard Place
St. Louis, Mo.

Yours truly,
George K. Good

For some positions, however, the tabular form of application might seem too bare and abrupt; the items of fact need to be given with somewhat fuller comment or background. Or the position might be one in which the candidate's skill at writing letters with or without supervision, would be especially important. In such a case the ordinary letter arrangement of material is preferable.

45. The Letter Form.—

YOUNG LADY AS STENOGRAPHER AND TYPIST, well educated, with experience in keeping files. Hours 9–5. Apply in own typewriting, naming former employers. Address SW33 Times Democrat.

831 Jackson Boulevard
New Orleans, Louisiana
March 30, 1920

SW33
Times Demócrat
New Orleans, La.

Gentlemen:

I feel myself competent to fill the position as stenographer and typist advertised in this morning's "Times Democrat." Here are my qualifications:

My general education was gained at the Sophie Newcomb College, where I was graduated in June, 1918. My business training was gained at Claridge's Secretarial School. I can transcribe with speed and accuracy both from my own notes and from the dictating machine.

My experience covers the year 1919 in the offices of Messrs. Hartwell and Buck, Attorneys at Law, where I am now in charge of the filing. I also act as private secretary for Mr. J. O. Buck.

My references, by permission, are:

Mrs. Marion Ellwood, Dean of Sophie Newcomb College, who can speak of my character and general ability.

Mr. J. O. Buck, of the law firm of Hartwell and Buck, who can testify as to my ability in filing and secretarial work.

If you think my qualifications fit me for the position, I shall be glad of an interview at your convenience. My home telephone is Ponchartrain 815.

Very truly yours,
Clara Updegraff

Exercise 47

What is the purpose of each letter? What is the difference in the kind of position sought? What is the difference in the body of each? What is the usefulness of tabulation? Do you think either letter would stand out among the many other applications for the same position? Will the employer during the interview say to himself, "This is the person who wrote *that* letter?" Do you think either applicant exceptionally qualified for the position sought?

46. Importance and Purpose.—Such letters of application may easily be the most important you will write, at the beginning of your business career. If you reply to a "blind" advertisement, like the two to which replies are given above, where the name of the firm is withheld and only very general requirements are mentioned, you will have many competitors. If the name of the firm and the qualifications required are mentioned, you may not have many but you will have strong competitors. Even where you have been recommended, you should put your best foot forward.

In any case, you wish to convince some business man that you are the best person for some particular position. In order to select the arguments that will impress him most, try to imagine yourself sitting at his desk and asking some applicant the questions you would like to have answered. If the advertisement is not a "blind" one and you can find out something about the advertiser's methods of doing business or his prejudices and other peculiarities, make your letter fit them. Watch the following points.

47. Beginning.—In the first sentence apply for the position, stating how you learned of it. For example:

Please consider me an applicant for the position of office girl, mentioned in your advertisement in this morning's *Times*.

I wish to apply for the position of bookkeeper advertised in this afternoon's *Sun*.

Observe that *advertisement* is not abbreviated, and that the writer does not waste time by saying that he has seen or read or noticed the advertisement.

48. Qualifications.—Age is nearly always an important qualification. Business experience is always helpful. If you

have been employed before, give the employer's name and the nature and duration of the service. If you desire to change your present position, give your reasons as briefly as possible. If you are applying for a kind of position new to you, show how your past experience has prepared for it.

If you have had no past experience, it is unnecessary to mention the fact, but show how your education and your hopes for the future fit you for the position. In any case, you will do well to name the schools which you attended and the subjects that you studied. In some cases, it may be well to state whether you live with your parents and what salary you expect.

49. References.—It is only courteous to ask your teachers or former employers for permission to use their names before giving them as references in a letter of application. State whether the person can speak for your character, your efficiency, or some other qualification. Always give the full name and the exact address, even if you must spend some time in looking them up. If you have already secured letters of recommendation, enclose copies of them, but the personal letters from your references will have much more weight than general recommendations.

50. Ending.—Most letters of application merely prepare for an interview. You will therefore do well in the conclusion to mention your telephone number or indicate how and when you may be found. Use *Yours truly*, or *Very truly yours*, in closing. *Respectfully yours* is appropriate only where you are applying to one in high position. Most applications are matters of business where no particular deference is due.

51. Appearance.—Use unruled paper of business size, and of good quality. Write very neatly, with the neatest possible arrangement on the page. Be very careful of spelling, grammar, punctuation. **Make your letter of application stand out favorably from all others.**

Exercise 48

Compare the following letters with the two at the beginning of the chapter. Note the way the following examples begin, the statement of qualifications, the inclusion of references, and the ending. Then rewrite each in such a way that it will meet the requirements of §§ 47–51.

1.

A34
Times Downtown

Some time ago I saw your ad. The position is one I think would suit me, as the hours seem not too hard. I have a pretty good job now, but my boss tries to make a packhorse out of me and doesn't give me any hope of advancement. I should like to enter the service of an enlighted employer like you.

If you want references, ask anyone who has ever employed me. But I should prefer to call in person. Hoping to hear from you without delay,

What point of view does the writer of this letter take?

2.

Mr. A. B. Yorke
Care Dallas News

Dear Mr. Yorke:

I learn from this morning's "News" that you need a typist and office assistant. As I am about to graduate from Pyne's Business College and would like to have a good place, I think you will wish

to investigate my qualifications. Of course, I haven't had any real experience, but our school is just like an office, so I know all about your work.

If you wish references, I do hope you will write to Mr. Goode, my typewriting teacher. He knows all about me.

Respectfully yours,

Are the qualifications and references convincing? Why?

3.

Mr. A. L. Butler
411 Bond Street
Philadelphia, Pa.

Dear Sir:

A friend of mine informs me you are in need of a bookkeeper. Now bookkeeping is my long suit. I am about to graduate from the Eastern High School, where I have been keeping the books of the Eastern Organization. You know it runs everything in school, all the athletics, and the lunch room, and everything. We last year did a business of $12,000. And I kept all the books. The faculty adviser audited them and couldn't find any mistakes. Of course, he had given me directions every once in a while, but the work was all mine. In short, I feel confident I know the bookkeeping game now.

After I get a position I expect to study at night until I become a C.P.A. I shall be glad to see you any day after three o'clock for a personal conference.

Cordially yours,

Is the tone of this letter likely to make a good impression? Will the employer conclude that the boy will carry out instructions or do things his own way?

Exercise 49

1. Positions (b), (e), (g), (i), on the following page are open to boys. Write a letter of application for each, tabulating the qualifications as in the example in § 44.

2. Write a suitable letter of application for each of the positions (a), (c), (d), (f), (h). Before handing it in make sure of these two points: (1) Is every compound sentence properly punctuated (for the rule, see § 228 [1])? (2) Are all adverbial clauses properly set off (for the rule, see § 228 [6])?

(a) BOOKKEEPER and bill-clerk; state age, nationality, experience, salary expected. Frothingham, L 217 Times.

(b) BOY to operate small switchboard and run errands; must be of good appearance; $8 to start. Write Room 1605, 50 East 42d St.

(c) YOUNG MAN wanted in high-class retail store to assist in selling; salary $15 to start, with prospect for good advancement. Address in own handwriting, giving age and experience. G 524 Times Downtown.

(d) YOUNG MAN wanted, assistant bookkeeper steamship office; state salary expected. J 647 Times Downtown.

(e) BOY — BOY — BOY— for light office work and errands; good chance for advancement; start $8; large wholesale house. Write Mr. Luetgens, Jaburg Bros., 10–14 Leonard St., New York City.

(f) BOY of American parentage, about 17 years of age, as junior mail clerk and to assist in office; must have good education, come highly recommended; state salary expected and experience, if any. Address Manufacturer, H 754 Times Downtown.

(g) BOY wanted as clerk in foreign department of commercial house; salary to start, $10 per week, with rapid advancement; apply by letter. C 665 Times Downtown.

(h) BOY, INTELLIGENT. For growing advertising agency; excellent opportunity for advancement. Write Room 1009, 110 West 34th St.

(i) BOY to run errands. Herbert & Hughes Co., 18 East 42d St.

Exercise 50

1. Positions (a) and (d) on the next page are open to girls. Write a letter of application for each, tabulating your qualifications as in the specimen in § 44.

(a) CLERKS, between the ages of 16 and 18, in the office of a large corporation; experience unnecessary; hours 9 to 5; half day Saturday throughout the year; vacations with pay; salary $10 per week to start; rapid advancement to higher paid positions. Write, stating age, education, experience, if any, &c., H 483 Times Downtown.

(b) TYPIST. Refined young lady for main office of a large company; must be a fast, accurate operator; no stenography required; starting salary, $12–$15 a week. Address J. H. Williams & Co., 152 Hamilton Av., Brooklyn.

(c) TYPISTS. — Immediate and permanent work; compensation governed by ability. Address Boyd's, 19 Beekman St., N. Y. City.

(d) GIRLS, bright, to make themselves generally useful. Frank Brothers' Shoe Store 588 5th Av., (48th St.)

2. Write a suitable letter of application for positions (b) and (c). (1) Is every compound sentence properly punctuated (for the rule, see § 228 [1])? (2) Are all adverbial clauses properly set off (for the rule, see § 228 [6])?

Exercise 51—Oral

1. Let a committee of the class be appointed to pass upon these applications. A large proportion of the applications will probably be rejected on the mere appearance of the letter. Of those remaining, a selection should be made of those most likely to fill the position so far as you can judge by their statement of qualifications and manner of writing.

(a) Does the letter definitely explain how the writer is fitted for the position in question?

(b) Is it paragraphed in an orderly manner, and does it show care in spelling and punctuation?

(c) Does it suggest any unpleasant traits, such as conceit?

2. Let the committee report to the class its findings.

Exercise 52

Write a letter of application for each of these positions.

1. There is open a position as teacher in the high schools.

2. Rogers and Black of New Orleans wish a stenographer who can translate from and into Spanish and Portuguese and who is familiar with the business customs of South America. State age and experience.

3. Bookkeeper—man—familiar with recent accountancy systems, to inaugurate system of new firm. Address S. W., *Los Angeles Times.*

4. Stenographer, familiar with legal terms, legal filing, and routine of law office. Address Stephen Bonselle, Wilson Building, Omaha, Neb.

Exercise 53—Oral

Let a member of the class act as employer. He will interview those chosen in Exercise 51 and finally select an applicant for the position sought.

CHAPTER IX

THE NEWSPAPER

52. Reason for Reading.—The newspaper is read by virtually everyone. It is read by men as they hurry to work in vast cities. It is read by women sitting in hamlets far from the railroad. It is read calmly by venerable statesmen intent upon the significance of a speech in some foreign land. It is read eagerly by excited boys who pursue the career of their favorite batter in a baseball league. The newspaper should be read by everyone. The world is one vast community. Anyone who hopes to be intelligent must become acquainted with the activities of the world. Anyone who enters business must know how this country and other countries are progressing.

53. What the Newspaper Gives.—Obviously, a newspaper ought to give the news. What is news? It must be some current happening that is interesting. Would a dog-fight be interesting? It surely interests the circle gathered round it, but it would not arrest the attention of many who might see it mentioned in a paper. It would not be unusual enough. It has nothing of the new in it. It does not record any change that will affect people's lives. To be news a dog-fight would have to interest many readers outside the circle watching the fight. If a boy showed some daring in stopping the fight—if there were any striking contrast with ordinary life—the account might become news.

The demand for interest must be met even by the shortest account, called a "news item." The first few words must catch the reader's attention. The first sentence must show what is the most important feature of the event. The whole account must give definite facts, in simple, direct wording, in clear sentences, arranged in an order very easy to follow.

Exercise 54

Concerning the two following news items printed the same afternoon, answer these questions:

1. Which account contains the most definite facts?
2. Which uses the simpler words?
3. In which are the sentences easier to understand?
4. Which account is the easier to follow?

COLLEGE FLYERS TO RACE FOR CUP

At Least Six Institutions to Take Part in 550-Mile Competition in May.

The first intercollegiate air race will be held over a 550-mile course on May 6 and 7 with at least six universities and colleges taking part.

The American Flying Club to-day offered a cup to be competed for annually by the college flying teams. The institutions already interested are Yale, Harvard, Columbia, Princeton, Williams and Cornell. Final details will be announced on March 13 by the newly organized Intercollegiate Flying Association. Each college will be permitted to enter two machines.

The start will be made at Columbia Flying Field or the army aviation field at Mineola. The course will include stops at the competing colleges.

FIRST COLLEGE AIR RACE SET FOR MAY 6

American Flying Club Announces Trophy Offer

Aviation, which will have its inning as a college sport with the inauguration of the intercollegiate air race May 6 and 7, bids fair to rival in popularity intercollegiate rowing as a spectacle. Six of the leading universities are preparing to compete in this 500-mile circuit flight, the American Flying Club, which is offering a cup to be competed for annually, announced to-day.

Laurence L. Driggs, president of the club, states, in connection with the announcement that the club has voted to hang up the trophy, that for the first race, the club is cooperating with representatives from Yale, Princeton, Columbia, Harvard, Cornell and Williams.

54. Interesting the Reader.—In longer accounts the newspaper writer has to do much more than present the facts clearly. He must decide what feature of the event will be most likely to interest the reader. Then he must dwell on that feature. The first few sentences, called the "lead," must present this aspect in such a way as to catch the reader's attention. These sentences should not only show the significance of the event, but should lead the reader on to read the rest of the article. Once the writer has settled on the "feature" of the event, he will know what to omit in his article and what to develop at the greatest length. The selection of the feature will depend sometimes on what the readers of the paper are interested in. Often it will depend on what the paper wishes the readers to believe. "Featuring" is essential to making a news article attractive and worth reading. To practice selecting features in the events one writes up will help one more than anything else to develop a sense of what is news.

Note in the following accounts of Edison's birthday the very different featuring. The *World* features the eight-hour day. The *Tribune* features his scientific achievements. Which is to you the more interesting? How much of this interest is due to featuring, and how much to the way the article is written? Which uses "73" more interestingly?

EDISON, 73 TO-DAY, SAYS: "I COULDN'T HAVE DONE MUCH UNDER 8-HOUR RULE"

Those who remain of the telegraphers of the good old days will put a little extra zest into the "73" they flash over the wires to-day to Tom Edison, for this is the Greatest Telegrapher's seventy-third birthday anniversary,

EDISON AT 73 IS THE CENTER OF REUNION

Thomas A. Edison was seventy-three years old yesterday and the Edison Pioneers, an organization of about fifty men, who became associated with him between 1870 and 1885, gave a luncheon in his honor at the Edison Laboratories, in Orange, N. J.

and in the code of his old craft "73" means "best wishes," "good luck," or "many happy returns."

President Woodrow Wilson was among those who sent messages of congratulation. The letter from the President was sent to T. Commerford Martin, Vice-President of the Edison Pioneers, and read:

"I cannot deny myself the pleasure of sending a message to be read at the celebration of Mr. Edison's seventy-third birthday. I am proud to count myself among the friends and admirers of Mr. Edison, and I beg that you will convey to him my warmest congratulations and my hope that he will see many very happy returns of the anniversary, marked by an increasing number of scientific triumphs."

"I'm glad that the eight-hour day had not been invented when I was a young man," Mr. Edison said to-day. "On my birthdays I like to turn for a moment and look backward over the road I have travelled. To-day I am wondering what would have happened to me by now if fifty years ago some fluent talker had converted me to the theory of the eight-hour day and convinced me that it was not fair to my fellow workers to put forth my best efforts in my work.

"If my life had been made up of eight-hour days," said Mr. Edison, "I don't believe I could have accomplished a great deal. This country would not amount to as much as it does if the young men of fifty years ago had been afraid that they might earn more than they were paid. There were shirkers in those days, to be sure, but they did not boast of it. The shirker tried to conceal or excuse his shiftlessness and lack of ambition.

"I am not against the eight-hour day or any other thing that protects labor from exploitation at the hands of ruthless employers, but it makes me sad to see young Americans shackle their abilities by blindly conforming to rules which force the industrious man

Shut off by defective hearing from reactions to felicitous speeches that praised his past achievements, the inventor of the electric power and lighting system that traps and harnesses energy for countless tasks on land and sea, sat heedless of their voices.

While they talked in the way of post prandial speakers and while telegrams were read that expressed the congratulations of President Wilson and Henry Ford and other men who identified themselves as "Milt" or "Theodore" (T. N. Vail), Mr. Edison's blue eyes squinted until his bushy dark brows knit to shut out the smoke of a long cigar uptilted from the corner of his mouth. He was ruminating over new marvels that he promises will be as astonishing to this generation as his talking machine was to that which thought the idea was a fantastic dream.

. . . .

Souvenirs were distributed, porcelain incandescent lamps with a likeness of the inventor printed on the white surface, and the party was at an end. Shaking hands and exchanging all sorts of gossip, Mr. Edison started back to work, but at the door he was surrounded by newspaper men.

. . .

He was asked if he was working on a new invention which might be considered as fantastic as his earlier achievements.

"Oh, I'm working on forty inventions; I'm always working," he laughed. Then, sobering:

"But there is one that is great. Can't talk about it until its ready. But—she's going to work." He rubbed his hands together and his eyes shone.

Then he was diverted into the past with a query as to what he considered his greatest invention. Mr. Edison seemed a bit embarrassed but answered:

"Well, I think the electric power and lighting system was most important." Then, after a minute of reflection: "I

to keep in step with the shirker. If these rules are carried to their logical conclusion it would seem that they are likely to establish a rigid system of vocational classes which will make it difficult for the workingman to improve his condition and station in life by his own efforts."

. . . .

If Thomas Alva Edison had his way about it, nobody would make much of a fuss over his birthday anniversaries; but his friends and neighbors and well-wishers in Orange, N. J.—and that means the 35,000 inhabitants of that wide-awake and wealthy community—think otherwise and are displaying flags and running off a little programme to show their delight at having a genius among them. If he follows precedent, Edison will not even dress up, but will "putter 'roun" his laboratory a little.

. . . .

Edison is a native of Milan, O. At twelve he was selling newspapers on Grand Trunk Railroad trains. Then he picked up telegraphy. His life and achievements are one of ten thousand ready answers to the American boy who says there are no opportunities nowadays.

[*The (New York) Evening World, February 11th*]

think motion pictures are pretty good, too!"

The Pioneers, however, showed what they thought about it by their enthusiastic applause of the statement by Major Hammer in his speech that the greatest Edison invention was the phonograph, a thing hardly dreamed of by scientists until it was an accomplished fact.

. . . .

And that was the end of the interview, except that as Mr. Edison started downstairs on the way to those regions where he works out his problems, he called out:

"Where's the Tribune man? Say, ask Darling to draw a cartoon showing a harried spirit trying to get into communication with Sir Oliver Lodge."

On the wall over the deserted luncheon room an arrangement of incandescent bulbs, some elongated and others round, continued to flash a Morse message, "Dash, dash, dot, dot; dot, dot, dot, dash, dot," which translated is "73," and to all telegraphers, including Thomas Alva Edison, means "Best regards!"

[*The New York Tribune, February 12th*]

55. Head-Lines.—Having made his account as interesting as he knows how, the newspaper writer must still advertise it so that it will be read. He advertises it by a head-line. Of course, he must summarize the news in the article, or the reader will gain no notion of the subject. But the head-line must be so concrete and specific that it will arouse interest in the subject. The wording should not be sensational, that

is, it should not mislead the reader or work on his prejudices; but it should be so definite that he can determine whether he wishes to read the article, and it should emphasize the feature which makes it news. Note in the following articles, all of which appeared on the same morning, the variety of emphasis in the head-lines and "leads." Even the top line varies, from the colorless record of *The Sun and New York Herald* to the condemnation implied by *The World.* The subhead, or "second deck," as it is called, presenting facts that are considered less important, contains the same variation. These head-lines represented the policies of the respective papers concerning America's joining the League of Nations.

What do you think is the policy of each paper on this matter?

Does the "lead" support your conclusion?

LEAGUE OF NATIONS MEETS IN LONDON

Eight Countries Represented; Absence of America Is Regretted

LONDON, Feb. 11.—The Council of the League of Nations formally opened its meeting here at noon to-day. Arthur J. Balfour, representing Great Britain, assumed the chair on the suggestion of Leon Bourgeois, representative of France.

[*The Sun and New York Herald*]

LEAGUE COUNCIL MEETS IN LONDON

Balfour, Presiding, Expresses Regret at the Absence of an American Delegate

LONDON, Feb. 11.—With complete absence of formality, the Council of the League of Nations began to-day in the Picture Gallery of St. James's Palace its first business session. Members of the press and diplomats of all nations attended as spectators of a great historic event, but Ambassador Davis was absent. He had explained to THE NEW YORK TIMES correspondent that he would not be there unless he received special instructions from Washington, and they did not come.

The New York Times]

U. S. IS MISSED AS COUNCIL OF LEAGUE MEETS

Balfour Expresses Regret That Only Eight Nations Instead of Nine Are Represented in Proceedings

By Arthur S. Draper

LONDON, Feb. 11.—If great things have small beginnings, then the league of nations doubtless will become as powerful as President Wilson promised in the days when the whole world was talking of nothing else. The opening session of the conference council in the picture gallery of St. James's Palace aroused little more interest and inspired no more enthusiasm than a gathering of archæologists, but for that America may be blamed.

[*The New York Tribune*]

BRITAIN DEPLORES ABSENCE OF U. S. AT COUNCIL OF LEAGUE

Says America's Moral Influence Is Needed When Life of New Society Is at Stake

By Joseph W. Grigg

LONDON, Feb. 11.—The failure of the United States to find a way out of the treaty impasse and to lend its great strength and moral support toward the solution of the critical world problems yet to be reckoned with, is deplored more than ever by well informed opinion here, especially as the Council of the League of Nations got down to business for the first time to-day when they met in London and the United States was not represented.

[*The New York Morning World*]

Exercise 55—Oral

Prepare a series of talks to the class about the newspaper on the basis of these questions.

1. What newspapers, daily or weekly, are taken at home? What parts of which paper do you read? Do you read foreign news; political news; sporting news; editorials; advertisements? Why do you read the paper?

2. What kinds of material are found in newspapers? What news appears on the front page? Where is the sporting news? Is there business or financial news? What does it include? Where is the editorial page? How does an editorial differ from news? Does the paper contain cartoons or pictures? Why? What other departments does the paper contain? What class of readers does each department interest?

3. Compare two newspapers. What class of readers would each paper interest? Is there a political difference? Do the two place the same news on the front page? Do they use the same style of type? Read aloud two editorials or news stories. Are they written

in the same manner or style, that is, are the words and sentences equally easy to understand? Can you explain why they differ? Is it because of the personal views of the editor or is it an effort to reach a certain kind of reader, for instance, a farmer, a business man, a housewife, or a laboring man?

4. Compare two news accounts of the same event in recent papers. What is the source of the news? (Study the set of head-lines on pages 97, 98.) Is it a great organization for gathering news, like the Associated Press? Is it a specially named reporter? Is it an unnamed reporter? Do you think any part of the accounts may have come from an encyclopedia or other book?

Do the first sentences in each news account, or "lead," sum it all up? (Study the "leads" on pages 97, 98.) Do they tell *who* did the deed? Or do they give *what* was the striking feature of the event? Or do they emphasize *why* or *how* it happened? Or do they make *where* and *when* important? Are the first words emphatic and striking? Do these first sentences catch the attention of the reader? How?

Exercise 56

1. Write a news story of some event in school. You may find your subject in some action of the principal, some athletic event, some club meeting, a new teacher, some story by the janitor of an accident or improvement.

(a) Have you all the facts truthfully reported?
(b) Does your "lead" catch attention?
(c) Does it feature *who*, *what*, *why*, *how*, *where*, or *when*?

2. When you have read it to the class, remain standing to answer any questions. If you have written interestingly, there will be questions.

Exercise 57—Oral Report

Compare, if possible, several recent newspaper accounts of the same event. What is featured in each account? Which is the most interesting "lead"? What feature of the event takes the most

space in each account? Select the most interesting account. How much has *featuring* to do with the interest?

Exercise 58

Let all the class write a news account of the same school incident. In class let the "lead" of each be read. The class will then decide which it wishes to have read first. Another way is to let each row vote separately on the best among its members. Does the rest of the account develop the matter featured in the "lead"?

Exercise 59—Oral Report

News stories, as we saw on page 96, have titles or head-lines. To write a good head-line tests one's command of language. Remember that it must be brief but grammatical. It must be concrete to attract attention. It must bring out the significant feature of the story.

Collect ten head-lines, some of which fulfil all three requirements and others of which are poor in some or all respects. Explain to the class the merits and shortcomings of these examples.

Exercise 60

Write suitable head-lines for the news stories you have written. If they are placed on the board, the class can determine which one it considers the best.

---

56. Editorials.—The editorial page is generally used for the interchange of ideas between the editors and the readers. The readers are frequently represented by letters in which they express their opinions of events or of the statements in the editorials. The editorials themselves generally attempt to interpret the events recorded in the news columns. In many daily papers the news may have been printed the day before, but the comment must be timely if it is to be read. What the

interpretation may be depends partly upon the policy of the paper. Political faith is the most common governing principle, but a leaning toward capital or labor very frequently inspires the interpretation. Of course, local questions may be considered apart from these points of view.

The interpretation depends also on the kind of reader the paper reaches. The business man usually wants brief, bright editorials or those taking a conservative view of important questions. The laboring man generally seeks a very short, plain statement of facts, with some appeal to his feelings and a strong demand for the people's rights. The man of leisure will take time to read weighty discussions of considerable length.

Some editorials summarize news so as to bring out its significance. Others treat a subject humorously. But the majority discuss topics with the purpose of bringing the readers to a definite belief one way or another, or of persuading them to a course of action on some issue. Editorials should consequently be judged as we judge any other piece of argument (see § 131).

The editorial page is still very influential and deserves study.

Exercise 61—Oral Report

1. Compare the editorial pages of two papers on the same day.

(a) What topics are treated by both? How does each editorial begin—by a timely reference or an appeal to the reader? What is the difference in opinion expressed? Are the opinions developed to the same length? Can you explain why? Do both use the same facts? Are both accurate in stating facts? How can you test this accuracy?

(b) What topics are treated by one paper alone? Do other issues of the paper show that this inclusion is due to editorial policy? Is it due to the class of readers addressed?

(c) Do you think that the readers wish only one side of the question? Do they wish a full statement of facts or a strong appeal to feeling? Are they busy or leisurely?

2. Select from *The Saturday Evening Post, The Independent, The Outlook,* or some Sunday paper an editorial summarizing the news. Draw up a plan and report it orally to class. Then call on someone to state in a single sentence the purpose of the editorial or to give a brief outline of the thought.

3. Select some humorous editorial. Is the humor due to satire? If so, what is ridiculed? Is it due to witty or epigrammatic remarks? Is it due to serious treatment of something trivial?

4. Select an editorial that takes sides on some important public question.

(a) Write out a statement of the proposition.

(b) Draw up an outline, so that you can develop clearly before the class the separate arguments which the editor brings forward.

(c) Criticize the editorial as an argument. Does the writer rely on reason or evidence for proof. Is the evidence full and convincing?

5. Select an editorial page which your father likes very much or which you are accustomed to read. Where does the editor get his ideas? What are his sources of information—observation, hearsay, reading dispatches, studying books, conversing with leading men? Does he display unusual knowledge? Has he sound judgment? Has he prejudices? Illustrate your answer to each question.

Exercise 62

Write a controversial editorial. How can you catch the reader's attention—by a timely reference or by a striking statement? How can you get him to agree with you at the start? Have you a belief or a course of action to recommend? Have you proof that will carry your reader with you?

57. Departments.—The departments of a paper are intended to meet the particular interests of various types of readers. As many readers are interested in baseball or boxing, there is nearly always a sporting page. As most papers wish to interest women, there may be a fashion column or a children's corner. Business men will look for financial news, and students will enjoy reviews of plays and new books. The number and kinds of departments will depend on the various classes of readers the paper tries to reach.

Exercise 63—Oral Reports

1. Report carefully on the following points with regard to some paper of wide circulation:

(a) What departments does it conduct?
(b) What is the purpose of each department, and what class of readers does each reach?
(c) Which is the most interesting to you, and why?

2. Report on the best plan for reading a newspaper.

(a) Of what news stories would you read only the head-lines?
(b) Of what ones would you read also the "lead"?
(c) Of what ones would you read the whole story?
(d) What editorials would you read?
(e) What departments would you read?
(f) What departments would you skip entirely?
(g) In what way can you read a paper well in ten or fifteen minutes?

Part II—Expressing Ideas for Effective Business Communication

CHAPTER X

LETTER FORM

58. Importance of Form.—Oliver Goldsmith, the celebrated English author, in his youth lost an opportunity for advancement in life by appearing for a church examination in scarlet breeches. The examiners thought he should have appeared in sober black. If you wished to employ a young man as your secretary, should you select one who appeared in a soiled collar, with his finger nails in mourning, and the color of his shoes obscured by mud?

Just as you judge persons by their attire, business men judge their correspondents by the appearance of their letters. If you wish to be well thought of, you will strive to make every letter an attractive representative of yourself or your firm. You can accomplish this only by following some of the long-established rules about letters. Only after you know thoroughly the usual forms, can you safely begin to make your letters so individual as to attract favorable attention.

59. Typewritten Form.—Nearly all business letters now are written on the typewriter. A pleasing arrangement is the following:

Heading	324 Cleason Street Plano, Texas September 1, 1920
Inside Address	Mr. Royal Mareston Skowhegan Minnesota
Salutation	Dear Sir:
Body	May I inquire whether you are still interested in the option on the tract of timber land situated ten miles east of Longview, Texas, which you requested in your letter of April 2, 1920? You will remember that the option expires on the fifteenth of September. By arrangement with the trustees of the Clark Estate, I can offer you more attractive terms of payment than in the spring: five thousand dollars ($5,000) down and five thousand dollars ($5,000) on the first of January, April, June, and September, 1921. If I should not hear from you by September 15 I shall assume that I am free to consider the offers of other purchasers.
Complimentary close	Very truly yours,
Signature	Dair Dudley
Special data	DD•sm
	Treasurer of Clark Estate

60. Handwritten Form.—The usual handwritten form is shown on page 107.

61. Letter-Heads.—Nearly all firms employ some kind of letter-head to furnish part of the information supplied in the heading of the letter above. Some of the styles are shown on page 108. The letter-head should not fill more than one fifth of the sheet and should not contain a date-line. Whether you have it printed, lithographed, or engraved, you will strive for simplicity and symmetry. It is better to avoid the use of colors and illustrations. On all such matters secure the advice of your printer or stationer.

Heading

R. F. D. 7,
Santa Catherina, Cal.,
June 24, 1919.

Inside Address

Mr. Howard Washington, Dean,
The University of Georgia,
Athens, Georgia.

Salutation

My dear Sir:

Body

As an alumnus of Georgia, class of 1900, may I request you to send me a catalogue of the current year?

My son has completed the high school course in Santa Catherina. If Georgia has kept pace with the progress of the century, I should like to realize a fond ambition by sending him to you for his college course.

Complimentary close

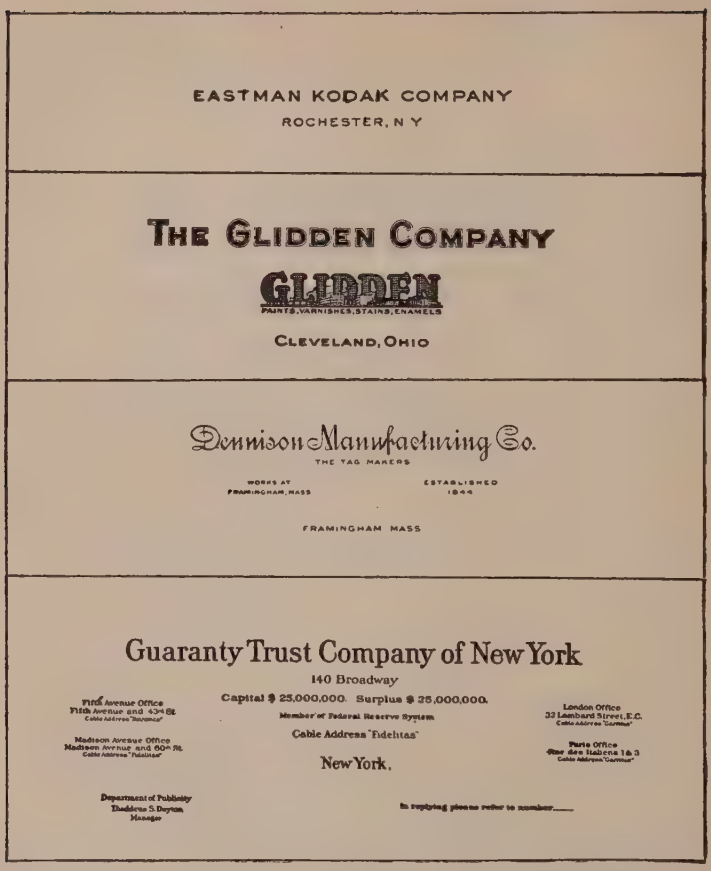
Respectfully yours,

Signature

Samuel House

62. Stationery.—Business letters should be written on white paper about 8½ by 11 inches. Most business houses use some kind of bond paper. In the effort to be original some firms use colored papers. In the neutral tints the effect is frequently unobjectionable, but for people of education or taste white is the safest paper to use. The envelope, which should be of the same paper, should bear the return address in the upper left-hand corner. Only in social correspondence should the return address appear on the flap of the envelope.

It is much better to avoid the use of half-sheets. Many of the best houses now write very short letters on full sheets by using very wide margins and placing the message midway



between top and bottom. The shorter the message, the wider the margin.

Exercise 64

You should now begin a collection of business letters. Either buy a folder or make one. You can make one easily by cutting a

piece of heavy wrapping paper obtained at a hardware store to a size 18 by 11½ ins. Crease it, so as to make a folder 9 by 11½ ins. This size will hold all business letters. When we come to study the types of business letters, you will wish to make a separate folder for each type.

Your father and your father's friends will be glad to furnish you with letters they no longer need. Arrange them alphabetically by the names of the writers. Examine your file now for the kinds of stationery represented and the varieties of letter-heads. How many kinds have you?

---

63. The Parts of a Letter.—The six divisions of a business letter may be seen from page 106. They are: the heading, the inside address, the salutation, the body, the complimentary close, the signature. Many letters have a seventh division, the special data.

64. The Heading.—The heading gives two important facts: the address where the letter is written and the date when it is written. The address is necessary as a direction for the reply. The date is necessary for filing and reference. Never omit either.

1. The heading should be placed in the upper right-hand corner, two or three inches from the top of the paper, and with a margin of at least an inch at the right.

2. The following are among the best arrangements for the heading:

(a)

329 Main Street
Dallas, Texas
December 1, 1920

(b)

Owenville, Kansas,
October 29, 1920.

(c)

Boston, Ohio, Nov. 22, 1920

You will observe that most addresses require three lines. This is particularly true of handwritten addresses. The first line contains the street number, the post-office box, or the rural free delivery route. The second gives the city and state. The third gives the date. If there is more than one line, the date should always have a line to itself, and should come last. In the block system every line begins at the same distance from the edge of the paper. This arrangement is illustrated by (a) above and the specimen letter on page 106. The slant system, though in wider use, seems to be yielding to the block system in typewritten letters. The arrangement marked (b) is an example of the slant system. Whichever form you select, *follow it in the other parts of the letter—in the inside address, in the conclusion, and on the envelope.*

3. One of two systems of punctuation may be followed. In the usual form, there is a comma at the end of every line but the last, where a period occurs, as in (b) above. The comma takes the place of a word, as in the following:

70 Morningside Drive, (in)
New York City, (on)
May 10, (in) 1920.

A form growing in favor is to omit all punctuation at the ends of lines in the various parts of the letter, as in the heading (a) on page 109. If you adopt this system, which is simpler, use it also in the inside address and on the envelope.

4. The sign # or *No.* should not be used with street numbers. The abbreviations *st, nd* or *d, rd* or *th* should not be used. They add nothing, and in carbon copies frequently cause confusion.

5. The names of numbered streets and avenues should be spelled out instead of written in figures, except where they consist of two or more words, as *21 Avenue, 129 Street.*

Names of streets should not be abbreviated. This applies to the words *East*, *North*, *South*, *West* where they are parts of the names of streets.

6. The names of cities should not be abbreviated, nor should the name of the state be omitted. There are 12 Bostons, 27 Clevelands, and 28 Washingtons in the United States. If you abbreviate the names of states, follow the list approved by the post-office authorities. (See Appendix B.)

7. The date should be written out in full, as, February 10, 1920. The form 2/10/20 is suitable only for notes. It is better not to abbreviate the name of the month. May, June, and July are never abbreviated. If your employer wishes it, you may use the following:

Jan.	Apr.	Oct.
Feb.	Aug.	Nov.
Mar.	Sept.	Dec.

Exercise 65

1. Arrange and write correctly the following:

(a) chicago ill lake street aug 21 '20
(b) 401 wilson building 15 nov dallas tex
(c) no 512 euclid av cleveland o jan 12 '20
(d) 1745 e 116th pl st louis mo dec 15 1920
(e) adelbert rd 2100 oct 27th '21 cincinnati o
(f) 516 w esplanade st n y city apr 19 '20
(g) 968 anderson av hendersonville tenn jan 20 1920
(h) jan 17 '20 denver col landscape av 12
(i) apt 55 claremont av 30 n y c june 30 1921
(j) 40 e 132d st july 12, '19, n y city

2. Exchange with a classmate. (1) First determine what rule governs each particular case; (2) then examine to see if the rule has been followed.

3. Sketch out with appropriate lettering a letter-head for each of the following. Consult § 61 and page 108.

A grocer	A tailor
A druggist	A manager of a livery stable
A banker	A manager of a chain of stores
A newspaper	A coal and wood yard

---

65. The Inside Address.—The inside address gives the name and address of the person or firm written to. It should be written like the outside address, the one on the envelope. To omit the street and number, as some writers do, would be very serious if the letter were inserted in a window envelope, where the postal clerks read the address on the letter through transparent paper in the front of the envelope.

1. The inside address is placed at the left-hand margin, at least an inch from the edge of the paper, and two or three lines below the heading if the letter is to be typewritten. A space of one or two lines should be allowed if the letter is to be hand-written. The first word should begin even with the margin of the body of the letter. See the models on pages 106, 107.

2. The arrangement of the lines should be uniform with that adopted for the heading.

```
Mr. Sidney Mahler          Mr. Sidney Mahler
320 Main Street     or       320 Main Street
Dallas, Texas                  Dallas, Texas
```

3. The punctuation will depend on the choice in the heading. Keep it uniform.

4. The name of the person addressed should be preceded by his title. To omit it is an inexcusable business discourtesy. *Mr.* (Mister) is the common title in addressing one man.

Esq. (Esquire) is falling out of use. If you employ it, it should follow the name, and no title should precede the name, as, *John Latham, Esq.*

Where your correspondent has arrived at any distinction, you will please him by recognizing that fact. *Dr.* (Doctor) is usually applied to those who have taken degrees in medicine, dentistry, and the like, but also includes the degrees of Ph.D., D.D., LL.D., and others. *Rev.* or *The Rev.* (Reverend) is used in connection with clergymen only. *Prof.* (Professor) is properly used only with those who hold positions of the rank of professor in a college or university. *Hon.* (Honorable) is a title given to important government officials, as the mayor, judge of a court, member of a state legislature, member of congress, or a cabinet officer.

Miss, the title of an unmarried woman, is not an abbreviation and should not be followed by a period. *Mrs.* (which is pronounced *misiz*, but comes from the older form Mistress) is the title used in addressing married women. If the woman is a widow, her given name should be used, as, *Mrs. Maud Warren*, not *Mrs. Josephus Warren.* Never in addressing a woman add her husband's title. Write *Mrs. John Bellman*, not *Mrs. Judge Bellman; Mrs. Stephen Black*, not *Mrs. Dr. Black.*

The *proper plurals* for firms are few. *Messrs.* (*Messieurs*) is the only one that can be used where the firm name carries a notion of separate personalities; e.g., *Messrs. Partridge and Smith.* In the case of corporations, the word *The* is used frequently. Follow the letter-head of the firm. It is wrong to use *Messrs.* with the corporate name.

Wrong:

Messrs. International Harvester Company.

Right:

The International Harvester Company.

Misses or *Mesdames* is the title used for a firm of women, sometimes *The* being prefixed; e.g., *Misses* Woodman and Coster, *Mesdames* Graves and Center, *The Misses* Sutherland. *Mmes.* is the abbreviation sometimes used for *Mesdames.*

5. Only one of the titles of respect listed above may be used before any one name. However, the name may be followed by an additional title indicating official capacity. The latter title should not be abbreviated. For example,

Mr. G. S. Blakely, Principal
The Evander Childs High School
New York City

6. The rule for abbreviations in the heading should be followed in the inside address. The abbreviations of titles just listed are more usual than the full forms. It will give your letters courteous distinction, however, if you use in the inside address the full forms for all except *Dr.*, *Mr.*, *Mrs.*, and *Messrs.*

Exercise 66

1. Write the following inside addresses in correct form:

(a) Jones and Black, 556 Bond St.
(b) Elizabeth Danielson, Denwood, Pa.
(c) The mayor of your city
(d) Mildred Coppersley (widow of James Coppersley) Tulsa, Oklahoma
(e) Perrin Nicolson (Physician) 119 Forest Boulevard Atlanta, Fla.

2. Exchange and criticize for: (1) placing, (2) observance of the rules above.

66. The Salutation.—The salutation is an established "part" of a business letter. It corresponds to "Good Morning" in conversation. The correct forms are: *Dear Sir*, when addressing one man; *Gentlemen*, when addressing a firm or corporation; *Dear Madam*, when addressing a woman either married or single; *Ladies* or *Mesdames*, when addressing a firm or company of women. If you wish more formality, use *My dear Sir*, *My dear Madam*. The most formal of all is *Sir* or *Sirs*. It sometimes implies strained relations. A less formal business form is *My dear Mr. Jones*, or *My dear Miss Smith*. The least formal is *Dear Mr. Jones* or *Dear Jones*. The latter two are so friendly that the inside address is usually placed at the lower left-hand corner of the sheet. *Dear Sirs* is passing out of use so rapidly that you should always avoid it. Use *Gentlemen* instead.

1. The salutation of a typewritten letter should be placed two spaces below the inside address, and flush with the margin. For the handwritten form study the example on page 107. In either kind it is a very serious mistake not to begin at the margin.

2. The salutation should be followed by the colon. The semicolon should never be used.

3. Abbreviations are never permissible in the salutation.

Exercise 67

1. Write the following inside addresses and salutations correctly:

(a) saks and company sixth av & 34th st new york city sirs
(b) long and skiptwith druggists plainfield ky my dear sirs
(c) prof ashley candor columbia university new york city my dear sir
(d) ronald press company 20 vesey st new york n y gentlemen

(e) prof howard w opdycke dean of college of arts and sciences emory university atlanta georgia dear sir
(f) hiram johnson mayor city of cedar falls n m sir
(g) thomas a edison inc orange n j dear sir
(h) philip gibbs 513 beverwyck st utica n york my dear sir
(i) the reliance equipment co st joseph mo gentlemen
(j) t r roscommon cashier the first national bank silver springs idaho my dear sir
(k) ketcham and cheatham attorneys at law crystal river florida gentlemen
(l) o b orr secretary of the johnson corporation room 2122 masonic temple chicago illinois dear sir

2. Exchange and correct for:(1) placing and (2) observance of all the rules above.

Exercise 68

1. Write the proper heading, inside address, and salutation for each of the following:

The mayor of your town
The superintendent of schools
Your teacher
The minister
A friend on a matter of business
The wife of a dentist
The widow of a business man
Two women engaged in a millinery business
A dairy farmer on a rural free delivery route

2. Exchange as in Exercise 66, part 2.

Exercise 69

Examine your folder of business letters. Do you find that all the letters follow the rules laid down here for business correspondence? Make an oral report to the class on the subject.

---

67. The Body.—The body of the letter is the message, which varies according to the purpose of the writer. If it is

written or typed on paper having a letter-head, the ink or ribbon should harmonize with the printing on the sheet. The safest color is black.

1. The most important matter of form in connection with the body is the placing of the letter on the page. Carefully estimate the length before writing. You should leave margins at right and left that will be pleasing to the eye, and should try to keep the right-hand margin even. The space at top and bottom should always be ample to avoid the appearance of crowding. The shorter the letter, the wider the margins and the top and bottom spacings. "Too little attention is paid to this important matter," writes the president of *Office Appliances*. "Business firms buy first-grade correspondence paper and ornament it with a well-designed letter-head, but fail to perfect the impression because they put the copy in the wrong place on the sheet." **Study the placing of the letter on the sheet.**

2. In typewritten letters the body should begin two spaces below the salutation. All the paragraphs, including the first, should be indented the same distance from the margin, no matter how long the salutation may be. The usual indention is five or ten spaces. Some houses start every line at the margin. Note the letter on page 210. A very few begin the first line of every paragraph at the margin, and indent all the others. For an example, see page 158.

Paragraphs should be single spaced but should be distinctly separated from each other by double spacing. Only in very short letters, where the body needs to cover as much of the page as possible, should the paragraph be double spaced.

3. When the letter runs to more than one sheet, the second sheet should be paper which does not bear a letter-head but which is of the same size and quality. The typist should

enter at the top some running title which will enable anyone to put the sheets together should they become separated. This reference should include the page, the person to whom the letter is sent, and sometimes its subject. The second sheet should never contain merely the complimentary close and the signature. By changing margins and spacing, either put all the material on the first page, or bring part of the message to the second page.

68. The Complimentary Close.—The complimentary close, like the salutation, is a mere formal expression of respect, but its omission might be taken as discourteous. The usual forms are: *Yours truly, Yours very truly, Very truly yours.* The *yours* should never be omitted. *Respectfully* (not *respectively*) may be substituted for *truly* in writing to women or superior officers or in asking favors. *Sincerely yours* and *Cordially yours* should be reserved for social communications, or letters where a friendly relation exists, since their use implies, to some men, that the writer is becoming too familiar.

1. In a typewritten letter, the complimentary close should begin two spaces below the last line of the body at the middle of the line. (See model on page 106.)

2. The first word only should be capitalized.

3. Abbreviations should never be used—nor should the forms, *and oblige, believe me, I am,* or *I beg to remain* be used.

Exercise 70

Write and place correctly:

Respectively yours,	Cordially
Very Truly Yours	Yours resp'lly
I am Sincerely	Believe me, y'rs truly
Y'rs	I remain faithfully yours

69. The Signature.—The signature, which is the writer's name, is important. We all like to deal with individual persons, not with intangible companies. The signature should never vary. If a man signs his checks *A. B. Walkley*, he should sign his letters in that way, not *Arthur B. Walkley*, or *Arthur Bell Walkley*.

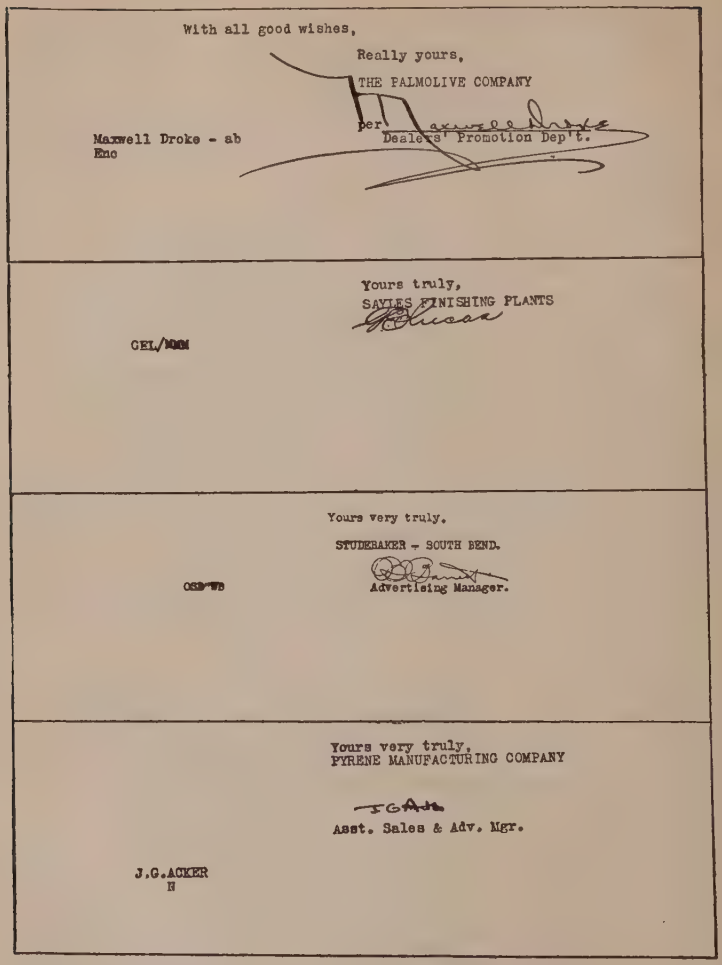
1. The placing of the signature depends on the style followed in the heading and the inside address. If they are in the "block system," on a vertical line, the signature should begin immediately beneath the first letter of the complimentary close. With the "slant system," it should come farther to the right. In this connection study the signatures on the next page, and those in your own collection.

2. If the name and position of the writer do not appear on the letter-head, the signature should be above the statement of the writer's position, as *Secretary, Chief Clerk, Manager*, but it should never be preceded by titles or followed by the mark of a degree. For the arrangement, study the specimens given on page 120.

3. As a matter of legal protection, it is customary to use the firm or corporation signature in connection with the writer's. When that is done, the word *by*, or *per*, or *pro* is frequently inserted before the signature. *By* is to be preferred. Study the specimens again.

4. When there may be doubt as to the spelling of the signature, this confusing possibility can be prevented by having the name typed. As many signatures are difficult to decipher, the precaution is a sensible one. Note the Palmolive and Pyrene letters on page 120.

5. In some offices it is customary to indicate whether the signature is that of the writer by a stamp, as, *Dictated but not signed.* Since many regard this practice as discourteous, it



With all good wishes,

Really yours,

THE PALMOLIVE COMPANY

per

Dealers' Promotion Dep't.

Maxwell Droke - ab
Enc

Yours truly,
SAYLES FINISHING PLANTS

GEL/MMM

Yours very truly.

STUDEBAKER - SOUTH BEND.

Advertising Manager.

Yours very truly,
PYRENE MANUFACTURING COMPANY

Asst. Sales & Adv. Mgr.

J.G.ACKER
H

is better, where it is quite impossible for the writer to sign, to have the clerk sign and add an initial. A rubber-stamp signature is acceptable legally, but it destroys the personal quality of a letter. The only right way to sign a letter is with pen and ink

6. An unmarried woman, particularly when writing to a stranger, should place *Miss* in parentheses before her name, as (*Miss*) *Anna Shaw*. A married woman may sign her full name, and place below or at the left her married name

Muriel Stone Henderson
(Mrs. Arthur Henderson)

7. Signatures are no longer followed by periods.

70. Special Data.—Various notations are frequently added to help in future reference to the letter.

1. The commonest is a system of identifying the one who dictates and the one who types. Among the signatures on pages 106 and 120 observe the notation at the lower left-hand corner for some of the various forms.

2. When other papers should be enclosed in the same envelope with the letter, it is well to note that fact below the item just mentioned. The word *Enclosure* may be abbreviated, and is sometimes enclosed in parentheses, as, *Encl.* (*Enclosures*).

Where the papers are sent in a separate envelope, that fact may also be noted, as, *Booklet mailed.*

3. Postscripts nowadays are not used for matter overlooked and added as an afterthought. They are used to attract attention. For example, read the following note typed below the signature of a letter of inquiry:

Wouldn't THIS morning be a mighty good time to fill out and return the list? You'll find a stamped, addressed envelope enclosed.

4. Matters that are important to the person answering the letter are placed at the top. In the letter-head of the Guaranty Trust Company (page 108) note the printed line "In replying please refer to number....." Sometimes the typist

enters some such request near the top of the sheet. Where your letter is to reach a particular person or department, you can help the mail clerk in that firm to place it on the right desk if you type in the middle of the line, just below the inside address and above the salutation, the request:

Attention of Mr. Durand

The underlining serves to attract immediate attention and facilitates the arrival of the letter before the proper official.

5. A form which appears in the letter-head of army communications and which has been adopted by some firms may read:

To	Date
From	Subject

This facilitates filing because the essential items are all placed together. The matters taken up in the body of the letter are also usually numbered. For the correspondence between departments of a business house in particular, the form has obvious advantages.

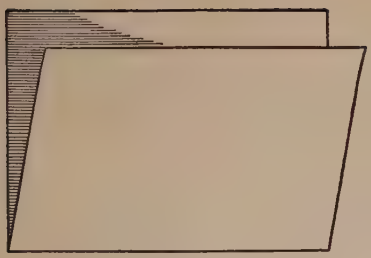
6. The use of a letter subject is growing more popular, and deservedly so. One of the largest firms inserts it in capital letters three spaces below the date-line, *e.g.*, *Adjustment of Account, Typewriter in Laundries*, etc. A large manufacturer omits the salutation and places the subject like a title above the body and underlines it, *e.g.*,

Payment of Account, Terms.

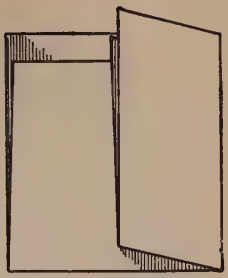
See the example on page 153.

71. Folding the Letter.—The most convenient method of folding the letter for the envelope is very simple.

1. Fold the bottom edge over until it is within about a half-



(1)



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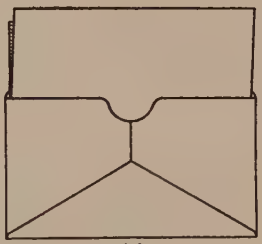

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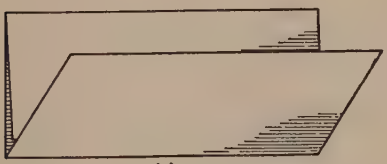
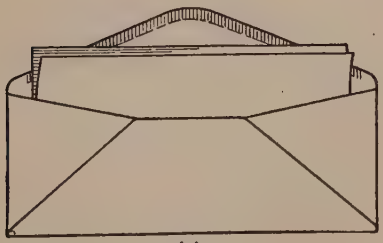


(5)



(6)

inch of the top and crease. If the creasing is done with the face of the thumb nail, it will be neater.

2. Now fold a little less than the right-hand third over on the middle.

3. Fold the left-hand edge over to the right so that it projects a little beyond the folded edge. For the legal or official envelope (which measures 9 x 4 inches or more), the bottom is folded up for about a third, and the top folded down over it. Study the diagrams in the figure on page 123.

In inserting the letter in the envelope, keep the free edge toward the back of the envelope. If the enclosures have not been folded in with the letter, insert them in the front of the envelope.

72. The Envelope.—The address on the envelope should be the complete direction for delivery. If the letter goes to a city, the street number should be stated. If it goes to a very small village, the county should be mentioned.

1. The address should be placed on the envelope with as much care for symmetry and proportion as you take with the letter itself. If you will use the double space between the lines, you will make the task of the postman easier and increase the chances of prompt delivery.

2. The arrangement and punctuation of the parts should exactly correspond with the style adopted in the heading and inside address. Study the model on page 125.

3. Often specific directions are placed in the lower left-hand corner, as, *In care of . . . .*, *c/o*, *Please forward*, *Personal.*

4. The return notice, containing the address of the sender of the letter, should be placed in the upper left-hand corner. Otherwise you may wait a long time before the letter is returned if the addressee cannot be found.

A. B. Copper
6032 Ellis Avenue
Chicago, Ill.

Mr. Charles H. Dunlevy
91 Bedford Park Boulevard
Omaha
Nebraska

5. The stamp should be placed in the upper right-hand corner. The stamping machine in the post-office will cancel only that part of the envelope.

Exercise 71

1. What special data do you find in your own collection of business letters?

2. Write to the Postmaster-General for a small pamphlet, "Postal Information." It will be furnished free of charge and will give you much useful information.

3. A good way to add to your collection of business letters is to note the advertisements of mail-order houses and write inquiries concerning the articles that interest you. Write a post-card in which you observe the rules for letter-writing. Sometimes space demands that the message on a post-card begin on the same line with the salutation. To make sure you get every detail correct, write everything out first on a piece of paper of the same size as the post-card and have a classmate criticize it. Keep in your folder the letters you get in reply.

Exercise 72

1. Write and correct, so as to follow all the rules above, the following parts of letters:

(a) 12 diversey boulevard los angeles calif january 19 john pickett turner professor of philosophy n y university n y city dear prof cordially sam benelli

(b) mr solomon wyse room 319 mason bldg st louis mo dear sir yours truly new process flour mills by timothy todd shipping agent 1219 front street minneapolis minn

(c) 213 w 119 st detroit mich sept 10 1919 prin h a shands central high school new orleans la dear sir harrison auto co by james sullivan

(d) room 719 mooney bldg denver colo july 16 1919 paul eldredge and copley 97 whicher avenue abilene texas dear sirs respectively western reporter pub co james shirley

2. Exchange your paper with a classmate, and check up carefully the arrangement of his paper. You and he can then talk over the mistakes each of you finds.

Exercise 73—Oral

1. After making careful notes concerning the letters in your folder, report to the class what firms follow the directions laid down in this chapter. What explanation do you offer for divergence? Is it due to ignorance on the part of the manager? Is it due to poor training on the part of the stenographers? What is the resulting impression you get of each firm from the letters?

2. Read to the class what you think the best letter in your collection so far as form is concerned. Place on the board any features that you think especially worthy of imitation.

3. What different arrangements of the parts of a letter do you find? Discuss the advantages and the disadvantages of each arrangement.

CHAPTER XI

LETTERS OF RECOMMENDATION AND INTRODUCTION

73. Recommendations.—When applying for a position, one may use a letter of recommendation, which may be either general or special. The general recommendation, which is enclosed in an unsealed envelope, is addressed *To whomever it may concern.* These words are usually typed all in capitals, but in handwriting only the first word is begun with a capital. Such letters are not very helpful in securing a position because they are so indefinite in their language as to give little indication of one's fitness for a particular position.

The special recommendation letter is one written to a particular person with reference to a particular position. It should include the following topics:

1. The occasion for writing. Sometimes the opening paragraph may include a description of the particular requirements of the position: "My secretary, Mr. Joseph Shands, informs me that you need the services of a private secretary." Or, "In reply to your inquiry of August 3, I am glad to write in behalf of Mr. Henry Grady as a salesman of footwear."

2. The facts concerning the applicant's connection with the writer's business or office. The section giving these facts should be a plain, straight-forward account of his activities.

3. An estimate of the applicant's fitness for the position under consideration. Here the writer must exercise great

care to show whether the applicant actually meets the needs of the situation. Of course, nothing derogatory need be said. Where shortcomings are present, silence is the better course. In reference to the qualities which the applicant does possess, however, enthusiasm should not run away with sound judgment. Instead of using many glowing adjectives, mention the specific traits and abilities which fit the man or woman for the position sought. Instead of saying, "She is one of the best stenographers I have ever had," say, "She has an artistic eye for placing the message properly on the page; the letters she writes for you will be a credit to the house."

4. A summarizing reference to the applicant. This conclusion may repeat the distinctive traits of the person in question, so that he will not seem merely one of a horde. It may even contain a promise to answer further questions. But it should not be unfair to the applicant by giving an impression that he cannot live up to.

One who is asked to write a letter of recommendation should inquire at the time the nature of the position and secure any facts concerning the applicant he may be uncertain about. This will keep the letter from falling into the class of vague and unguarded general statements which seldom receive attention from business men.

74. Introductions.—Letters of introduction are written by one man to an acquaintance, introducing a third person. They should at the beginning mention the name and tell something of the station of the third person. The reason for the introduction should then be explained, to guide the acquaintance or friend in his activities. Last, they should make some personal request in accordance with the needs of the person introduced.

The tone of such letters may indicate whether the third person is a close friend or merely a slight acquaintance, whether its purpose is to make two persons acquainted or to indorse the social standing or business integrity of the one introduced. The writer should, in fact, be careful that he conveys the desired impression.

The friend to whom a letter of introduction is sent should reply, as he would to any other friendly letter. It is only polite to say something pleasant of the person introduced. When the letter introduces only a slight acquaintance, the reply may be unnecessary.

Exercise 74

1. What is the purpose of this letter of introduction? What is the tone of it? Do you think it successful?

Dear Sir:

Mr. Andrew Blank will now represent the Barnes Rubber Footwear line in your territory, replacing Mr. Joseph Day, who is no longer connected with the Company.

You will find Mr. Blank thoroughly informed on the footwear business. He is especially well qualified to give constructive suggestions for increasing your sales and your profits.

We thank you for the courtesies you have shown Barnes representatives in the past, and for the good orders with which you have favored the house.

It is our sincere desire that the cordial relations which have so far existed may continue. We are sure Mr. Blank will serve you and your interests in a way that will be very acceptable.

Cordially yours,

2. What is the purpose of the following letter of introduction? What is the tone of it? Do you think it successful?

Georgetown, Texas
April 10, 1920

My dear Mr. Tilton:

This will introduce to you and your wife Miss Anne Christopher, who is to be in New Rochelle during the coming winter and who will on many occasions venture into your village. Please allow her to tie her horse to your hitching post.

Miss Christopher belongs to one of our best Texas families. She won considerable distinction while in Southwestern University by her writing and secured enviable attention during her year in Wellesley. She has, besides, the charming manners for which you will remember the girls in alma mater.

If you and Mrs. Tilton can lead her to some of the oases of Southern hospitality among the wastes of Manhattan, I shall feel deeply in your debt.

Cordially yours,
Alice Sanders

Mr. Adolphus Tilton
70 Morningside Drive
New York City

3. A friend of yours is to spend the summer near the farm where you have lived for five summers. Write a letter to the farmer's wife introducing your friend.

Exercise 75

1. You are an old man. You are retiring from business. Your manager seeks a position with Marshall Field and Company in Chicago. Write a letter of recommendation for him.

2. You have just been graduated from high school and now wish to secure office work. Write the general recommendation from your English teacher.

3. Write the specific recommendation of your English teacher for some position you know of, or for one of those advertised on pages 89, 90.

4. Decide which part of your school training would be most useful in that position. Then write the letter which your teacher in that branch of your school work could honestly write.

5. One of your classmates wishes to secure a position with James Ficklin, a grocer, whom he barely knows, but who wishes an assistant to keep his books and take charge of his correspondence. Your father, who has known Mr. Ficklin for years, knows your friend because he has seen him at home with you many times. Write the letter your father could honestly write.

6. You are in prosperous middle life. One of your young friends has just completed his hospital training following his medical course. He wishes to be official physician for the Angier Saw Mills at Conway, Ark., but he knows no one there. Write the letter of recommendation by which the Dean of the Medical School secures him the position.

Exercise 76

1. One of your oldest friends is a successful physician in Conway. Write a letter of introduction for your young friend.

2. Write the reply of the physician.

Exercise 77

The principles to be followed in writing letters of recommendation apply with equal force to spoken recommendations. Imagine that the next day after your father wrote the letter called for in Exercise 75 (5) you happen to be in Mr. Ficklin's grocery store. He asks you a number of questions about your friend. Write out the conversation. In this imaginary conversation have you given a truthful and favorable account of your friend?

Exercise 78—Oral

1. Have your father and his friends furnished you enough letters of recommendation and introduction to warrant a separate folder? Bring to class the best examples of the two kinds of recommendation and of introduction, and explain in what respects they are excellent.

2. Consult various business men of your acquaintance concerning their experiences with recommendations. Report to the class what kinds of recommendation they like best and why.

3. Too strong a recommendation is worse than none. Gather illustrations of this from the experiences of business men. Weave them into an address to the class.

CHAPTER XII

THE LETTER AS A WHOLE

***75. The Beginning.**—The most important parts of a business letter are the beginning and the end. The beginning of any piece of writing attracts the attention most strongly. The end lingers longest in the mind. Consequently you need to consider carefully what you put in either position.

The beginning is very often wasted. Thousands of letters begin with time-killers like *Your favor of the 10th inst. received and contents duly noted. In reply would state, etc.* Not only does this tell the reader what he has sense enough to guess, but at the very moment when he is most open to the message you wish to give him it dulls his eagerness by trivial phrases. It is possible to include in the first sentence or two (1) the date and (2) the subject of the previous letter and yet (3) to center the reader's interest on the subject of the present letter and (4) to suggest the writer's personal interest in the subject.

Bad:

> Your favor of first inst. at hand but in reply we will say that we cannot help you out on the proposition you mention.

Better:

> We are very sorry that we cannot help you out in the matter you mention in your letter of March 1.

Bad:

> Yours of the 27th received and contents noted with interest, but in reply we beg to state that we have not any that would suit you.

Better:

Answering your letter of March 27.

Although I am very much interested in Better Business Letters, in our work here we do not have any that would answer your purposes.

In the revised form of these beginnings the acknowledgment is not made the main idea of the opening sentence. Sentences like these require some thought and possibly some experimenting, because it is not always easy to put the main idea of a letter in such a way as to catch the attention of the reader and create a cordial atmosphere. The first impression which the letter makes on the reader, however, is so important that time is well spent in learning how to make the right impression.

Make your first sentence mean something.

Exercise 79

***1.** Rewrite the following opening sentences so that the first impression will include the four points mentioned on page 133.

(a) Yours of 19th rec'd and contents noted and in reply would say that if the shoes do not arrive soon we suppose we shall have to credit you with same.

(b) Replying to your request of 10th inst. would state that we will not need any further shipments this month.

(c) We are in receipt of your favor of July 26, and in response will say that the dry batteries of which you complain may be returned, and we will always in future make sure you get fresh ones.

(d) Referring to your letter of December 10, would advise you that we are sorry your shipment has been delayed by factory conditions.

(e) I write in regard to the electrical goods I ordered of you a month ago and have not yet received.

(f) Referring to your final paragraph, we must reply that it is not in accord with our policy to allow discount after 30 days.

2. Exchange as in Exercise 72.

***76. Clearness Through Unity.**—All writing should be clear, but a business letter must be as clear as day. The reader must not have to glance at any sentence a second time. At the first hasty reading he must get an exact notion of what you want.

The first requisite is to confine a letter to a single subject. If you are writing to a house of any size, each subject would have to be referred to a different department, but there is no certainty that your letter actually would be handed from one department to another. Moreover, as in modern business all letters are kept on file, your letter should be part of the records of each department you deal with. Even when you are corresponding with a small house, business men are so accustomed to taking up only one matter at a time that you run the danger of confusing your reader if you try to put forward more than one matter in a letter.

To be sure that you are succeeding, you must decide quite clearly what you wish your correspondent to do. See if you can sum up the whole letter in a single sentence. Then omit everything that does not help to achieve your purpose. If your purpose is to secure a position as bookkeeper, you need not describe your work as office boy or your experience in driving a car. If you are ordering a set of books, do not talk at length about your love of reading and the number of

volumes you already own. The summary sentence is frequently included in the letter. For example,

Your letter notifying us that you are not pleased with the American Beauty Range we shipped you and that you are returning it was a disappointment to us.

Here is our check for $64.40, to pay you for the harness you returned and the transportation charges of $2.27.

How much Palmolive advertising do you want this year?

See that everything you put into a business letter can be summed up in a sentence expressing its purpose.

Exercise 80

***1.** Rewrite the following letter. (Note that this is the letter to which the reply is printed on page 138. If necessary, make two or more letters of this inquiry.)

Gentlemen:

The lamp you sent me has no extension and so I cannot use it the way I wanted to. Please send me an extension at once. There must be something else the matter with it, for it smokes terribly when I turn it up. You'll have to do something about it.

The book catalogue, I have noticed, is three years old. Haven't you anything more recent? I'm thinking of buying quite a library, but I want it up-to-date. Give me the newest you have.

Hoping to hear from you right away.

Resp'y y'rs,
Mrs. W. Smythe

***2.** Improve the following letter by rewriting. In how many ways have you bettered it?

183 S. Haley St.
Springfield, Mass.
June 1, 1920

Mrs. James Holland
Juniper Point, Me.

Dear Madam:

Please save us rooms for a fortnight. There'll be five of us and we'll come in our own car. Hope to have a good time.

Yours truly,
A. S. Holmes

---

77. Clearness by Considering the Reader.—Failing to be clear often results from not putting yourself in the reader's place. You assume—very often incorrectly—that matters quite clear to you must be well understood by other people. A better attitude is to picture yourself in the reader's place. Try to think of how much information he now has. Then supply whatever details are needed for a satisfactory explanation. You will be surprised often to see how much care you must take before the explanation is satisfactory. No matter how much study is necessary, master every detail that will help the reader to see the matter as you do.

Examine the following letters sent to a woman who had ordered a lamp from a mail-order house.

Dear Madam:

You will see from the catalogue that we furnish no extension with the Angle lamp. As per your request we are sending today an extension at $2.25. You complain that the lamp smokes. Now madam, the Angle lamp has been sold successfully for a number of years, and we are confident that if you understand the operation you will be pleased with the purchase.

It should have been evident to the writer that the purchaser had not found any statement that the extension was

not part of the lamp. He should therefore direct her where in the catalogue to find that statement. He should also give the catalogue number of the extension he is sending so that she can identify it. The paragraph concerning the smoking is even more faulty. The woman is quite ignorant of the operation of the lamp. It was the duty of the writer to explain the cause of the trouble. Observe how the following rewritten form attains clearness by giving full details.

Dear Madam:

If you will carefully read the catalogue description of the Angle lamp you will find that we do not furnish an extension with this model. The extensions are listed at the bottom of the page.

According to your request we are sending a nickel finish extension, number SOC2594, price $2.25. You will receive a statement after shipment is made.

In addition we note that you are having some trouble with the lamp's smoking. This is generally due to the globe's not fitting firmly or the wick's not being trimmed properly. We suggest that you examine the burner screens. If these are not perfect, we will send you a new set without charge.

Since the Angle lamp has been used successfully for a number of years, we are confident that as soon as you understand the operation you will be pleased with your purchase.

Reread every letter from the point of view of your correspondent, to make sure that you have included every detail that will make the letter clear to him.

*78. **The Ending.**—The two most emphatic points in a business letter are the beginning and the end. The beginning is the point to engage the reader's attention and arouse his interest. The end is the point to make sure of the purpose of the letter, to drive home the main idea. It is the part that will remain longest in the reader's mind.

Nevertheless, in many business letters the end is made weak and sometimes meaningless by such a participial ex-

pression as, "Hoping for a continuance of your patronage, Very truly." In the first place, an expression in this form is of course ungrammatical; a noun or pronoun is needed for the participle to modify. That is not the chief trouble, however. To add, "We beg to remain," or "We remain" would indeed render the phrase correct grammatically, but it would tend to obscure further the real purpose of the letter. Using the participial phrase at all robs the message of the impression that comes from a live, breathing man with a warm handshake and a smiling face. Such endings destroy the atmosphere the whole letter has tried to create.

The reason they are introduced is that the writer wishes to avoid a curt conclusion. He wishes to express some pleasing sentiment, to thank the reader for a courtesy, or to hope for further pleasant relations. When these ideas are the proper conclusion to the message, they should be included, but not in a participial phrase. Put them in a complete sentence, which leaves a distinct and definite impression.

The following illustrates the uselessness of such phrases. The whole letter is diffuse, but the conclusion is inexcusable. It implies either that the writer is not sure of himself or that he thinks it hard to make the customer understand. Anyone who attempts an explanation should not rest satisfied until he makes it as clear as day.

Replying to Mr. Smith's letter of December 4 regarding the B/L dated November 4 covering cases 1851–1853 and 1870 consigned to yourselves, New York.

The goods in these cases are style 3614. The note on the bill of lading which states that these cases contain style 1053 is wrong as it should be style 3614. Will you please correct your bill of lading?

Trusting that this explanation will make this matter clear, we beg to remain

The revised form is not only more concise but it leaves both a definite and a pleasing impression upon the reader.

Cases 1851–1853 and 1870, shipped to yourselves, New York, concerning which Mr. Smith wrote December 4, contain style 3614 as invoiced.

Please change the bill of lading dated November 4 to read style 3614. We are sorry it was not made out correctly.

If you wish to end with some graceful expression, do so, but be sure that your last sentence will make the letter accomplish what you want it to. In particular, **never end with the participial closing.**

Exercise 81

1. Which of the following conclusions contain useful ideas?

(a) Trusting we shall hear from you with an order, we beg to remain,

(b) Awaiting your early reply, we are,

(c) Hoping upon receipt of this you will favor us with your valued order and thanking you for past favors, we are,

(d) We promise you every consideration, thanking you in advance for a trial, we beg to remain,

(e) Trusting that you will find this procedure satisfactory, we are,

(f) Special tickets and tags 1354.

With information we received in your letter of December 3 signed by W. H. A. regarding these tickets, we have been enabled to locate same, therefore, if you will please cancel our letter of December 2 as we do not need these tickets now. Thanking you, we remain

2. Rewrite them in proper form.

CHAPTER XIII

THE WORDING OF THE LETTER

79. Importance of Wording.—It is very easy for anyone dictating a letter to use words with little thought of their fitness. Indeed, to choose words for their suitability to the letter in hand requires very close thinking and long practice. Yet only one who does think out discriminatingly the phrasing of his ideas will come to write the best business letters.

80. Coherence.—The first problem is only partly a matter of diction. Coherence is primarily the arrangement of ideas, sentences, and paragraphs so that the reader can follow the thought most easily. All that has been said in regard to it on pages 27–29 applies to letters. Your ideas should be arranged in a clear order and should be well connected. But the order or plan in a business letter is governed by special considerations. Since the time order is the easiest to follow, you should arrange all narrative letters, or narrative paragraphs in letters, in the strict order of time. Since business men wish the gist of the matter at once, you should begin with your conclusion or general statement and follow it with the supporting or explanatory details. In all cases you should put yourself in the reader's place and start your letter with what most interests him and with what he already understands best.

However, there is one class of words—conjunctions—that aids coherence at every turn. In business letters in particular you cannot be too skillful in the use of connectives. The

majority of business letters are weak in this respect, for the connection between paragraphs is very often entirely disregarded. You should not only plan your paragraphs, but you should provide a bridge from each one to the next. Help your reader along at every break or change in the thought. **In every letter you write study the order and the connectives.**

Exercise 82

1. What is the plan of this letter? Are the parts properly arranged and connected?

Gentlemen:

You shipped our order of fruit jars on June 10, and it arrived on June 13. On counting the cases we were surprised to find that you had not followed instructions. You sent two dozen cases of quart jars and the balance two-quart.

On June 1 we sent that order, No. 316, for forty cases, exactly like the copy enclosed. You will see that it specifies three dozen cases of quart jars and four cases of two-quart jars.

You sent a dozen cases of two-quart jars by mistake, and we are holding them subject to your directions. As we shall need all the quart jars we ordered as soon as the canning season begins, we ask for an immediate shipment of the dozen cases of one-quart jars omitted from our order.

Yours very truly,
MARR AND MARSTON

2. Is the following properly arranged? Are the best connectives used? Point out the particular features that bear out your view.

Dear Mr. Laurentis:

You're no doubt thinking of a new spring top-coat or suit—all the fresh new clothing which helps so much in enjoying this wonder-

ful time of year. To our suits, in particular, we want to call your attention. You'll find them natty, with that individual style which bespeaks careful tailoring. They are most reasonably priced. May we hear from you sometime soon with an order?

Much of the value of a set of furs comes from the personal pleasure one gets from them, and if those we sent did not come level with your expectations we're mighty glad you returned them.

The days are warming too fast to talk of furs for immediate wear, but next winter-time we hope you will give us another opportunity to fill your order from our carefully dyed stock of skins.

Our enclosed check for $63.95 includes the value of the fur set you returned to us, and the $.26 parcel post charges.

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81. Diction for the Reader.—When we consider the fitness of words themselves, we should be governed by three definite factors. The language should suit the reader. It should be concise. It should be individual.

The language of the letter should suit the reader. If he is a lawyer, it should be very precise; special care must be taken if it contains legal terms. If he is an old man, the language should be dignified. If he is young and progressive, it may contain even slang and quiver with snap and "punch." If he is a stranger in the community, it may be well to take special care to make the language cordial and friendly.

To make the language suit the reader is an ability slowly developed. It requires study not only of the different classes of men but of the value of words. Your letters may for a time seem strange because of the introduction of new words or of old words in unusual senses. (See pages 43–50.) But when you have become a master, your letters will be the envy of all who read them and may add very considerably to your salary.

Exercise 83

1. You are the student manager of the baseball, or basketball, or football, or hockey, or some other team of your school. Write a report to the principal about a game played away from home. Write also a colloquial account to an intimate friend who is now a freshman at college. How does the language of the two differ?

2. You have let a house to a workman in a factory, who owns an automobile but has not paid last month's rent. Write a letter inducing him to pay. To succeed in this attempt, what qualities of a business letter should you particularly watch?

3. Suppose that the tenant is a widow with an infant daughter. Her husband died two months ago. She has not paid the rent since his death. Write a letter inquiring about her plans. How does the language of this letter differ from that in (2)? (See pages 48–50.)

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82. Diction for Conciseness.—The language should also be concise. Business men have no time to waste. The man who reads fifty or a hundred letters in a morning will be much annoyed if he cannot find your meaning crystallized and in tablet form, so to speak. Besides, to use too many words wastes your own time and the time of your stenographers. Conciseness is profitable all around.

Conciseness is not quite the same thing as brevity, for it adds to shortness the idea of completeness. Concise expressions convey the whole of a thought, and in the process they make every word count. Conciseness does not mean omitting pronouns, articles, and prepositions, or using abbreviations, or substituting a phrase for a sentence. It does *not* require, "In reply to yours of 28th will say," *but* "In reply to your inquiry of October 28, I will say"; *not* "Shipment rec'd. Crate in order missing," *but* "Your shipment of August 10 has been received, but one crate of peaches is missing." Un-

grammatical expressions are not concise. They indicate laziness or discourteous haste.

What conciseness does mean is expressing your idea without diffuseness, putting thoughts tersely, making one word carry the full thought of two. The concise writer says *at present* instead of *at the present time; through our oversight* instead of *through an oversight on our part.* He has a definite plan for the whole letter, so that he does not ramble or repeat or insert unnecessary explanations.

He does not write:

As these goods were shipped by Clyde Line and shippers were quite anxious to know the first stop that would be made by the Clyde Line, at the time of writing we were unable to give them this information, but advised them we would advise them in a day or so.

We cannot find where you replied to our letter, and we are today in receipt of another letter from the shippers asking us if we were successful in obtaining the desired information.

We will be pleased to have you investigate this matter and advise us, if you are in a position now to give us the information requested.

He compresses it by a quarter thus:

These goods were shipped by Clyde Line, and the shippers are anxious to know the first stop that will be made by the Line. We wrote them that we would try to get this information for them in a day or so.

We cannot find that you have replied to our letter. Today we received another inquiry from the shippers for this information.

Please tell us if you are now in a position to give the information requested.

Compare these two forms sentence by sentence. How does the rewritten form attain conciseness?

Study to be brief but always with courteous completeness.

Exercise 84

The following passages have been extracted from actual business letters. Rewrite each in the most concise form in keeping with courtesy.

1. If you have not forwarded same today, we hope that you will send the same by return, as we will not be able to process these goods until invoice is received.

2. Will you please procure for us the original B/L, and upon receipt of this paper we will take the matter up with the transportation Co. and have a corrected B/L issued.

3. Again replying to your letter of the 4th, signed by DAR regarding the #49 Monogram stamp for Order #X–31, Style 3413.

We wish to call your attention to the fact that this stamp was received by us this morning via Parcel Post.

4. We find that although we stated in writing you on Dec. 3rd, that we were returning the credit, we omitted to enclose same and are therefore sending same herewith.

5. We are enclosing herewith duplicate Bill of Lading covering this case and have also requested the Railroad Company to trace same.

6. We are, in accordance with your request, returning herewith this postal card, also the copies of the B/L which you sent.

7. The bill of lading referred to, showing this shipment going to Norfolk, Va., should have read Baltimore, Md., and if you will have the bill of lading returned to us, we will have the same corrected and mail same to you promptly.

8. We have notified our ticketing department when short of labels #433A that they may use label 43A on this and all other orders until a supply of the former labels #433A are sent us, therefore, we will be governed accordingly.

9. Shippers claim that their customer has not received the goods and would ask you to kindly take this matter

up, immediately, with your connecting lines as the case has been in transit ample time to be delivered, and do all you possibly can to have the goods delivered to customer without any further delay.

10. Some time ago you requested us to have the original B/L returned for Cases 77093–76968–77088 and 76967, shipped to Topkes Bros., Smyrna, Del.

We have today received this B/L from the customer and enclose same herewith. We believe this will comply with your request.

---

83. Diction for Personality.—The language of a business letter should in the third place be individual. It should seem to come from a man, not a machine. It should stand out from ordinary letters. It should get away from the time-worn expressions of business correspondence. It should breathe the personality of the writer.

Beginners in particular feel that to be businesslike they must use stereotyped phrases that have appeared in thousands of business letters. They frequently study models, and try to write as much like the model as possible. The notion is a sad mistake. Do not try to be clever or smart or pretentious. But do get away from the hackneyed wordings often thought of as "business English." The expressions noted under "The Beginning" (page 133) are only one class. Such stereotyped phraseology as *advise, at hand, at this time, beg to remain, esteemed favor, would state* must be shunned like poison if you hope to arrive at any distinction in writing business letters. Study the Glossary, Appendix A, again and again. Avoid these trite or misused words. Put your thoughts in fresh, original phrases. Use simple, straightforward, conversational wording. Imagine your correspondent across the

desk from you. Write to him as naturally as you would talk. Use words that are within his grasp. Make all your statements specific, direct, and human. Make the letter from first to last *your* representative.

Exercise 85

Revise the following letter so that the language will represent you better:

Dear Sir:

Your esteemed favor of the 30 ult. has just come to hand and contents carefully noted. In reply thereto I beg to advise you that at this time we are all out of size No. 9. Kindly find enclosed herewith our check for $16.92 to cover your order for the same. A fresh stock will come from the factory at about the 15th prox., and we shall be pleased at that time to supply your needs. Thanking you for past favors and hoping for a continuance of your valued patronage, we beg to remain, as ever,

Respectfully yours,
I. M. Gentry.

***84. Diction for Courtesy.**—Every good business letter looks beyond the shipment or the acknowledgment with which it deals. It aims to be more than clear, concise, and individual. It looks to future dealings. It tries to make friends. It seeks to build up in the reader a feeling of good-will toward the writer.

It is always polite. It uses *please* and *thank you.* It says "We are glad to help you in this matter," or "We are sorry we cannot furnish you the information." Indeed, it is more observant of these polite forms than face-to-face conversa-

tion. Nevertheless, politeness can be excessive. Many expressions in the Glossary are to be avoided on that account. *Kindly* is much overworked in correspondence. *Your esteemed* or *valued favor* is a similar mistaken effort. *Will you be so good as to tell me* is too roundabout to be in good taste. *Please find enclosed* is painful because there is no favor conferred by finding an attached or enclosed paper. *Thanking you in advance for the favor* is by many regarded as discourteous. It implies that the reader is certain to render the kindness, that he is under some kind of obligation to do so. To imply that lessens your gratitude. But worse still, it implies that you are too busy to take the trouble to thank him afterwards.

A business letter is more than polite; it has more than the forms of courtesy. It is written from a conviction that cooperation is the keynote to business progress. It takes the point of view of the other fellow. It always strives to give the other man a square deal. It takes account of his difficulties and tries to be fair. It is sincere, honest, truthful. It owns up to mistakes. It treats the reader as an equal.

Let a spirit of unfailing courtesy animate your letters.

Exercise 86

*1. Rewrite the following excerpts from business letters so that they will make friends of your customers.

(a) With the information given in your letter we were able to locate all of these tickets.

(b) Our ticketing department reports these cannot be found, in fact, they have no record of their having been received, therefore, cannot return them as requested.

(c) In future when you wish us to divert a case in this manner if you will advise us by telegram it will save us a great deal of trouble and unnecessary delay in reshipment of the case.

(d) We have not received a reply to our letter, and will you please advise.

2. Revise the following letters so that they may meet the demands of business correspondence.

Wichita, Kan., May 5, 1920.

Hudspeth Clothing Co.
Kan. City, Mo.

Dear Sirs:

Rec'd your shipment. 10 boys suits not included. We told you we needed them for commencement in June. Can't pay anything till we get them.

Y'rs, etc.
Read and Wallace.

Kansas City, Mo., May 8, 1920.

Read and Wallace
Wichita, K.

Dear Sirs:

Yours of recent date received, and in reply to same will say we can't understand your complaint. How do we know what suits are missing? You don't give us invoice numbers. We fill thousands of orders every week and have to have the invoice to tell what's wrong. We sent all the goods you asked for, when you promised to pay in ten days. Isn't your word any good?

Yours truly,
The Hudspeth Clothing Company
per James Sears.

Exercise 87—Oral

In your folder of business letters, have you enough to illustrate each feature mentioned in Chapters XII and XIII. If you can

find the examples it will be very much worth the time to collect in separate folders the best examples of good beginnings, explanations clear to the reader, exceptional coherence, excellent choice of words, courteous spirit, and emphatic ending.

Study every letter you receive for its attainment of the essential qualities of a business letter.

1. Read to the class, with comments, some of the letters best illustrating the qualities studied in Chapters XII and XIII. You may have enough letters to make a separate talk on each section in the chapters.

2. Compare a business letter with a business conversation, following the topics in this chapter.

3. Interview some business men. Report to the class their opinions about the various features of a letter studied in this chapter.

CHAPTER XIV

LETTERS OF INQUIRY AND INFORMATION

85. Essential Qualities.—Asking questions seems a very simple matter. We ask them every day. If at first we do not get the right answer, we try again. Perhaps that is one reason why we do not think carefully enough, when writing a letter of inquiry, about its clearness. We do not put ourselves in the place of the reader and picture the scores of letters which he glances at one after another. If we did, we should strive more for the utmost *clearness* and *conciseness*.

86. Conciseness.—We should be careful to leave out everything that will not help the reader to answer the inquiry.

You will be helped in the concise phrasing of your ideas by reading over § 82 and carefully writing out Exercise 84. The following illustrates the application of this quality to letters of inquiry:

Diffuse:

Dear Sirs:

Picking up the *Fireside Journal and Household Companion* which we have been taking for a number of years, I noticed your advertisement for the first time. As I am a diligent reader, I don't see how I missed it before. I note your generous offer of a catalogue free. If you still have one to spare, I should like to receive it. I am interested in baseball and hope to get up a team among the boys in our neighborhood.

Thanking you in advance for this valued favor,

Respectfully yours,

This is certainly not concise, since it contains only one inquiry, which might be phrased thus:

Concise:

> Please send me a catalogue, particularly about baseball goods, according to your offer in the *Fireside Journal and Household Companion* for May.

Everything else, then, should be omitted, unless the writer is desirous of equipping a team. If he is, he should add in a separate paragraph a further inquiry:

> Do you offer a reduction when goods are purchased in large quantities for a nine?

87. Clearness.—Clearness demands that you begin with the general subject and follow with the specific inquiries to which answers are needed. Good business men are very careful in this matter. Note how very carefully the accompany-

January 20, 1920

James & Barton Company
2040 Main Street
Worcester, Mass.

Quotation on
Steel Balls

Please quote us your best price and inform us how soon you can deliver these in lots of 1000 to 3000, ranging in sizes from 1½" to 2½".

We would make use of them in the centrifugal cups on the XC type of machine which you furnished us last year. The quality can be of any range from soft to hardened steel.

The question of delivery is highly important since our need is very urgent.

NORTON COMPANY
Purchasing Department

LLB
91

ing letter is written. Price, delivery, size, quality, use are all specified. How is the general subject made prominent? How is the importance of delivery made emphatic?

Where the inquiry is detailed, each question should occupy a separate paragraph and the arrangement should be the clearest for your reader. There will then be little chance of having any point overlooked. Note how clear the tabulation is here:

South Bend
Indiana
April 21, 1920

Mr. J. H. Kendrick
Boothville, Kansas

Dear Mr. Kendrick:

DOES YOUR LOCAL ADVERTISING PAY?

YOU CAN ANSWER this question for us, and we are greatly interested in having you do so.

It will take just a few minutes. The questions are on the back of this letter. Answer as many as you will, and mail back to us in the stamped envelope which is enclosed.

We want the views of every one of our dealers.

May we have yours?

Truly yours,
STUDEBAKER -- SOUTH BEND
Sales Department

OSB/1S

Population of your town .....
Give names of papers published in your city, below:

Name	Circulation	How much in city	How much in country	Rate per inch	Daily or Weekly
1.....	.....	.....	.....	.....	.....
2.....	.....	.....	.....	.....	.....
3.....	.....	.....	.....	.....	.....

What paper do you consider best, why? .....
Do you advertise in any of these papers? .....
How much space do you use? .....
How often does your ad. appear? .....
Have you our Electrotyped Ads. on hand?....Do you want any?.....

Do you mail circular letters, printed matter, etc., to your trade?.....
How many names on your list? ..... How often do you mail? .....

What other methods do you employ for getting printed matter to prospective customers? .....
Do you want printed matter? ..... How much? .....
For what purpose? .....

Does your town have a Moving Picture Theater? ..... Do you want Slides? .....

Do you post signs along your roads? ..... How many miles do you cover? ..... How many signs do you put up? .....
Do you want signs? ..... How many? .....

Do you have Opening or Sales days? ..... Do you exhibit at your County Fair? ..... Do you conduct prize contests? .....
What is your attitude towards various kinds of advertising, and what particular one brings you the best results?

.....

.....

88. Courtesy.—The third requirement of any inquiry is *courtesy*. Courtesy requires first of all that you make no inquiries where you have no right to seek information. Consider your reader before you inquire. If you decide that your question falls directly within his interests, do not apologize or say you fear you are using his valuable time. Make a concise inquiry, using *please* and *kindly* and other courteous expressions wherever they are in place. In the conclusion, however, do not use the time-worn expression *Thanking you in advance.* Instead, be sure to enclose a self-addressed, stamped

envelope for the reply, and if you receive an answer, send a brief letter of thanks.

Use every effort to make any inquiry clear, concise, and courteous.

89. Credit Inquiries.—One of the commonest inquiries among business houses is concerning credit. Such inquiries are of a confidential nature. The following is a courteous form for this common request. Point out in what respects it begins and ends well. Is it clear and concise? Why do you think so?

South Bend, Indiana
October 10, 1930

Farmers' State Bank
Boothville, Kansas

Gentlemen:

We have received our initial order from Mr. J. H. Kendrick amounting to $368. He has given us permission to write to you concerning his present financial standing. Additional business is expected; we shall therefore be obliged to you if we may have your candid opinion as to his reliability from a credit standpoint.

Any information which you may see fit to give us will, we assure you, be held confidential, and if at any time we can be of similar assistance to you, we shall be pleased to reciprocate.

Truly yours,
Studebaker-South Bend
Credit Department

90. Information.—The reply granting information should be sent immediately and cheerfully. It should give as complete an answer as is possible. In case the inquiry is not clear, do not say that you cannot make out what it means If possible, guess at it. If it should be necessary in a business matter, ask for further instructions. The following will show to what trouble a business house will go in its replies.

Dear Mr. Armstrong:

You are certainly welcome to any of our catalogues. For a complete line of Baseball Outfits, we are mailing you our number 90 or general catalogue, which you will receive within the next few days.

On pages 410 and 411 you will find everything used by the Baseball Player. Let us call your attention to the uniforms on page 410. You will notice that they can be furnished in various styles. The Leader Uniform, which is the lowest in price, is a heavy weave flannelette, very strong and serviceable, and can be had in Navy Blue, Gray, or Maroon.

There is also a Championship, a Club Special, and The Major League. These are slightly higher in price but of course are better finished and of better quality goods.

Our Major League Uniforms are made of wool mixed athletic flannel and are made in the same careful manner and from the same pattern that is used in producing the uniform for the Major League Teams.

These suits consist of shirt, pants, cap, stockings, and belt.

If you wish letters on your suits we can furnish them at 5 cents each. We do not letter the uniform, but you will have no trouble in doing this yourself.

We also have a full line of other baseball goods, such as baseballs, from the official league ball at $1.50 and $2.00 each, which is the regulation size and weight, made to conform with the specifications and requirement of the National and American League rules, to balls less expensive though excellent in material. We also call your attention to the full line of baseball bats, gloves, masks, and protectors—all of which are standard in every way.

As the Baseball Season will soon be here it will be advisable to get your order in as soon as possible. To help you place your order we enclose an order blank that we ask you to use when placing your order. Mail it today.

Yours very truly,
MONTGOMERY WARD & COMPANY

Why are the pages of the catalogue referred to? Why are the descriptions full? Is the paragraphing good? Is the

order of paragraphs good? Is the tone of the letter appropriate? Why?

Where a delay is necessary, some kind of reply should be sent at once. Any possible annoyance should be guarded against by the phrasing of the letter.

We want you to have our very lowest prices for the gummed reinforcements referred to in your recent inquiry, so we shall carefully estimate the cost of their manufacture. This will necessitate a delay of several days, but we feel sure it will result to our mutual advantage.

91. Declining a Request.—Even though the information requested must be withheld, the tone can still be kept cordial and friendly.

My dear Mr. Doby:

The little paper called "Topics," about which you asked in your letter of January 4, is really a method of writing confidential sales letters to our field organization. It is not for public consumption, and for that reason we never send copies to people outside of our organization.

You may be sure I appreciate your interest. I am sorry I cannot accommodate you, but it is not consistent with our house policy.

Cordially yours,
The Electron Company

Exercise 88

1. Select an advertisement that invites inquiry about a device or matter you are interested in.

(a) Write the letter.
(b) Let a classmate criticize it
(c) Rewrite it and mail it.

2. Write to Montgomery Ward and Company, Chicago, for a catalogue of some goods in which you are particularly interested.

(a) Is the general subject of your inquiry clear?
(b) Are the specific questions definite?
(c) Let a committee examine all the letters and select the five which are most concise without sacrificing clearness and courtesy.

3. Your school plans to issue an annual, or a weekly or monthly periodical. Write to some printer for a bid. What specific points must you include? What is the best order of arrangement for your letter?

4. You are desirous of purchasing the best history of the World War. Write to *The Independent*, *The Literary Digest*, *The Review of Reviews*, or some similar periodical for an opinion. Should you enclose an envelope? How definite can you make the inquiry?

5. You are planning to go away to some business or technical school. Write to the secretary for information concerning fees, board, rooms, and any other expenses you need to know about.

6. Write to the school about supporting yourself during attendance.

Exercise 89—Oral

1. You are the leader of a very important interschool debate. You wish to get the best recent books on the subject. Where will you write? What persons can you write to for expert information?

2. Have you enough letters of inquiry and information to make a separate folder? Bring the best examples to school and read to the class with comments.

CHAPTER XV

DEVELOPING IDEAS FULLY

92. Importance of Development.—The commonest mistake of a young writer is to assume that mentioning an idea makes it perfectly clear to the audience or the readers. Now, as a matter of fact, mentioning an idea is seldom sufficient, particularly when you are addressing a business man, because he has usually been thinking of his own affairs. Besides, the topic may be one about which he has never thought much. You must therefore amplify, expand, develop your ideas to the point where he will have no difficulty in getting your whole meaning. He should be able to follow every step with immediate understanding.

Develop each thought fully enough to be perfectly clear.

93. Time Order.—In such development of ideas very important is the order of the parts. Probably the easiest order to follow is the order of time. It is the order followed in most narratives.

One young woman in New York, who had had five years of experience in various positions, entered the office of a cloak and suit house as secretary for $15 a week. She accepted the low salary because the new work interested her. Within a year she was earning $30 a week. Her interest was so genuine that she learned enough about the manufacture of suits and cloaks to be worth that much to her employer. To her deep disappointment, she then had to move with her family to a western city. There she took a position with a publisher at $14. She lost all incentive to work amid these new

and unfamiliar surroundings. After a two weeks' trial she was dismissed. By good luck she immediately secured a place with a manufacturer of ladies' dresses. The details were similar to those in her last New York position. She at once became interested in the business. She applied herself with energy. In six months she was discharging her duties so intelligently that her pay envelope held $40 a week.

This method of developing a paragraph is very useful in business talking or writing, because the time order is so easy to follow. The following paragraph illustrates its use in a business letter:

I had been looking at this house and had made up my mind to sell the owner Wear-Well Gloss Paint the next time I saw him. When he asked for my advice, I could give him but one answer,—"Use Wear-Well." I then figured up the surface he had to cover, and gave him an estimate on the amount of paint required for the work. He was more than surprised when I quoted the price, as he had expected to pay half as much again. To make a long story short, I sold him enough Wear-Well paint for the job, and he is going to have a responsible painter put it on for him.

Exercise 90

1. Prepare to talk to the class on one of the following topics:

(a) The best piece of work I ever did.
(b) From farm-hand to millionaire.
(c) How I won a promotion.
(d) My first plowing.
(e) Working for a stranger.
(f) On the harvester.
(g) A visit to a factory.
(h) Trying to find the right address.
(i) Soliciting advertisements (or subscriptions).
(j) In a book store.

A classmate will report on whether: (1) you interest him at the very beginning; (2) the order of time was clearly followed; (3) the conclusion gave him a feeling that you had completed the talk. Another classmate may report whether you followed the proper sequences of tenses (see pages 56–59).

2. Write out your talk, taking particular care with the last sentence. A classmate will review the paragraph to see if you have anywhere divided the thought (see pages 32–34) or used a comma sentence (see pages 34–35).

3. Find in the news columns of the paper or among the stories in a magazine a narrative paragraph that you think particularly skillful. Read it to the class and explain where the skill lies.

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94. Details.—Another way of developing a paragraph is by use of details. In this case to think out the order is very important, because the order is not made for you. You should note distinctly every step that the reader will need to take. The best order is probably that of growth or climax. Every sentence should be a step in advance; it should be more interesting, or more important than the preceding. There should be no letting down of interest at the end.

In a vertical system of filing, that is, where the papers are filed standing on edge, the correspondence is kept in folders of heavy manila paper which are indexed by means of thick manila or pressboard guides made to fit the drawers. Where the correspondence is small, a miscellaneous folder placed just behind each guide will hold the letters. If the guide is "Li," the folder will contain letters from Lieberman and Lindsay and Livermore and other correspondents whose names begin with the letters "Li." But when four or five letters have been received from Lieberman, they are removed and placed in an individual folder. The tab on it bears his name, his address, and the year. It is filed back of the miscellaneous folder. In time the other names mentioned are also provided with special folders. When Mr. Lieberman's correspondence becomes too

bulky to fit into one folder, it is separated and placed in dated folders. One may hold the letters from January to June, and the next from July to December. Thus the folder is the unit in a vertical system of filing.

Where is the topic sentence? What steps are taken? What details are given? How do they develop or make clear the step in the thought or the topic sentence?

Business men are particularly likely to lose patience if the order of climax is not followed. Note the skill of the following paragraph from a business letter:

The little keychain we send you is different from the one you carry; in fact, it first appealed to us because it was different. We looked for the reason, and learned that it was designed to save seconds of the busy man's time. Most men carry several keys on their ring. Some they use much more than others. The desk key and one that opens the office or the front door at home are called into use daily or oftener. They can be kept apart from the others by clipping them on the metal loop and putting the inactive ones on the chain. Very simple, but how significant of the demand for things that will save time.

What is the topic sentence? What details are given that are not about the ring? How do they develop the paragraph? Can you show that the last five words are the guide for selecting all the details?

Exercise 91

1. Prepare a talk on one of these topics:

(a) A good housekeeper.
(b) A kind employer.
(c) Sounds in city streets.
(d) A beautiful tree.

(e) A crowded car.
(f) The most inviting classroom.
(g) Our garden.
(h) My room as I should like to have it.

Let a classmate report whether: (1) he knew at the beginning what you were going to talk about; (2) the details all helped to develop the topic; (3) you repeated details unnecessarily.

2. Write out your talk as a paragraph. A classmate may review it to see if in any sentence you have tried to put too many ideas (see pages 36–38).

3. Find in a magazine or newspaper a paragraph developed by use of details in which you think the order is skillful. Read it to the class and explain why it is well arranged.

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95. Illustration.—In some ways the best method to develop an idea is to introduce illustrations or examples. The examples must be chosen carefully to bring out the point in mind. They must be so presented as to make the point clear. In the following paragraph, what is the point to be made? Does the example illustrate it?

In short, grammar—that much hated and much dreaded study—is neither difficult nor dull for the average adult provided you start him right. A Southern farmer wrote me that he had an ambition to become a business correspondent. His letter might have been used as a complete example of all possible faults of English. It was wrong from start to finish. You might have thought that of all the inhabitants of the State of South Carolina, he was least fitted to write effective business letters. But we set to work, and he proved to have the grit and patience to do his part. In a few months that farmer was writing letters that would be a credit to any office.

The following example from a business letter is in two paragraphs, but it illustrates the same method. Indeed, illus-

tration is one of the best possible methods in business talking and writing.

Let me illustrate by a concrete individual experience how national advertising benefits the dealers. The writer read the Brighto Electric Two Battery Lantern advertisement in the "Saturday Evening Post" of October 16th, and was impressed with it, but not sufficiently to get pen and paper and send a check to the concern. Walking down the street last evening, however, I came across an attractive window display, through which scattered signs were in evidence, reading:

"These are the famous electric lamps
Advertised in the Saturday
Evening Post."

Here was a direct connection between the desire (aroused by the advertisements) and the purchase (suggested by the goods in front of me). I went in, intending to spend $2; I came out some twenty minutes later after leaving over $14 in that shop, comprising a few dollars invested in Brighto lamps, a storage battery brought to my attention by the dealer, and a few sundries on which he made a handsome profit.

Exercise 92

1. Write a paragraph in which you develop one of these thoughts by illustration. Make sure (1) that your illustration actually fits the thought, and (2) that you so present it that it brings the point out clearly.

(a) A wise man reflects before he speaks.
(b) Haste makes waste.
(c) Books are the best friends.
(d) Procrastination is the thief of time.
(e) Filing a paper is useless if you cannot find it afterwards.
(f) The best position always goes to the best prepared.
(g) One's use of language is a determining factor in advancement.
(h) The use of recreation is to fit us for work.

2. Exchange with your classmates and criticize for the two points specified in paragraph 1.

3. Deliver a talk on another of the sentences. Introduce several illustrations. Let your classmates judge of your success by the same two tests.

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96. Comparison.—Sometimes the best way to make the thought clear is to develop by a comparison. If the comparison is with something quite familiar to the reader, the thought which the writer desired to explain becomes clear and firm. The reader feels at home with it.

In this paragraph, note the means taken by the writer to explain to you how to make a letter clear.

Carrying a reader along from idea to idea and from argument to argument is like walking up a flight of stairs. If the reader's legs are not long enough to take big steps, we must make each step short. If the reader is familiar with everything we have in mind and wish to say, we can take long steps and high ones and make our letter short and to the point. If every writer of any kind of business letter would size up his reader and realize the reader's position and mental limitations, there would be less misunderstanding and less cause for complaint and adjustment in the end.

In business letters the parts of the comparison are sometimes put in separate paragraphs. The object used for the comparison must be perfectly familiar to the class of business men addressed, or it will confuse instead of explain.

There was a time when typewriters were considered valuable on correspondence only. Today they are being used in billing departments, statistical departments, bookkeeping, and in fact, in every place where figures have to be written.

Some customers use their computing machines splendidly in one department, when they would be just as valuable in the billing, in the bookkeeping, on statistical work, or on the pay-roll.

Exercise 93

1. Plan a paragraph in which you note the points of likeness or difference between two objects. (1) What is your purpose in the comparison? (2) Does the comparison help the listener?

(a) Baseball and football.
(b) Telephoning and telegraphing.
(c) The typewriter and the printing press.
(d) Department store and ant-hill.
(e) A factory at closing time and a beehive.
(f) A business letter and a personal representative of the firm.
(g) Talking with an angry customer and pouring oil on troubled waters.
(h) The aeroplane and a bird.

2. Deliver the address. Let a classmate report on the two questions in paragraph 1. He may also review the sentences to see if you have used parallel structure (see pages 52–53) where it would make the sentence clearer and stronger.

3. Write out another paragraph, benefiting from the class criticism.

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97. Contrast.—What is the difference between comparison and contrast? What is the value of contrast in making clear an idea? How is the method used in the following paragraph?

The salesman will frequently meet the good-natured, genial sort of buyer who is friendly and well disposed to all the world. A customer of this sort will grant an interview, if he has any time, even though he may not know the salesman. He is quite unlike the cold and critical purchasing agent, who acts much differently. His usual greeting is curt and abrupt. "Well, what do you want?" or, "I have little time to spare—be quick," he may snap out. Though the first, in the natural friendliness of his disposition, greets everyone cordially, his practical business sense causes him to drive

a keen bargain. If he cannot at first be convinced that the offer is a timely one, he may be won in the end if the salesman cultivates friendly relations. With the second, who usually avoids making any favorable comment when samples or catalogues are displayed, the salesman should go straight to the point, talking earnestly but without any open expression of enthusiasm. He will succeed best by a reasoned appeal to the motive of profit. If he is not shaken by the customer's indifference, his earnest belief in the merits of the offer will insensibly produce an effect.

Can you sum up the contrast in a single sentence?

Note the difference in paragraphing in the following part of a business letter. What methods are used in developing the idea? Sum it all up in a single sentence.

Some conveyor belts wear off on the edges, where the belt comes in contact with the guide pulleys. When the edges wear off, especially where belts are used under wet conditions, the plies separate and a belt that ought to have lots of service left in it is thrown on the scrap heap from no other cause than ply separation.

We have overcome ply separation and wearing at edges, in our Extra Duty Conveyor Belting. Extra Duty is a high grade of conveyor belt. It has a tenacious friction, which holds the plies together, and has a patented cushion edge to prevent the guide pulleys from wearing the edges of the belt.

The rubber facing is tough, resilient, white cover stock that resists the abrasions of material conveyed. The white rubber facing, like the rubber covering on an automobile tire, protects the fabric and resists the action of materials conveyed.

Contrast is one of the commonest methods in business writing that attempts to sell. A contrast that brings home the merits of an article as compared with its competitors has particular weight with men in business, who are always balancing advantages and disadvantages.

Exercise 94

1. Outline a paragraph on one of the following contrasts. (1) What is your purpose in the contrast? (2) Are the points of contrast chosen and developed so as to make your thought clear?

(a) A business street at noon and at night.
(b) The automobile truck and the horse-drawn dray.
(c) The Democratic and the Republican parties.
(d) Dressmaking by pattern and by measure.
(e) Summer hats and winter hats.
(f) A bargain sale and daily sales.
(g) Mountain climbing and swimming as exercises.
(h) The life of a farmer and a storekeeper.
(i) Movies and reading as recreation.
(j) Office work and school work.

2. Deliver the address outlined. Let one of your classmates answer the two questions in (1).

3. Write out another paragraph, taking advantage of any class discussion. Let a classmate consider whether you have placed your correlatives properly. (See § 187.)

CHAPTER XVI

SOCIAL AND OFFICIAL CORRESPONDENCE

98. Friendly Letters.—When you come to write letters to your friends, you will need to remember most of the points about the form of business letters, but you should write with an entirely different purpose. Let us look at a specimen letter (see page 171).

Compare the letter with the business letter on page 106. Has it the "parts" described on pages 109–122? Are they arranged in the same way? What is the difference in purpose of the two letters? How does that affect the form?

99. The Paper and "Parts."—There is no such uniformity in friendly correspondence as there is in business letters. The paper is of various sizes, and for women is often tinted. Men use most commonly a white bond. In nearly all forms the paper is a folded sheet. Where the message covers only one page, the fold is frequently kept at the right. If it covers two pages, the fold is kept at the left, and the writing may be placed on the first and third pages. If the letter is longer, it will be less confusing to the reader if you write on consecutive pages. As different writers follow many different orders, you may help further by numbering the pages. When the letter is complete, the paper is folded by bringing the bottom to the top and creasing with the thumb. When you put the letter in the envelope you should insert this fold first. The return address should be placed in the upper left-hand corner and not on the flap according to a recent Post-Office

Bayville, Maine
August 10, 1919

Dear Dick,

Your guess about the motor-boat was dead wrong. It's running like a destroyer or submarine chaser now.

The other day it helped me out of a hole. I had an engagement with the dentist over in the Harbor. It usually takes us thirty minutes to make it, and my appointment was for four o'clock. That would have made it easy if I had not cut my foot. The axe simply glanced off the log. It might have occurred with the most experienced wood-man. But it took me half an hour to stop the bleeding with a bichloride of mercury tablet in a basin of water. It was half past three before I got the bandages all in place. By the time I rowed out to the boat and got the engine started it was twenty minutes of four.

Now the dentist is an old crab who refuses to see you if you are late. He fills every hour just as you fill a checker-board with men. Maybe you think I didn't let that engine out. We whirled by the buoys so fast you could hardly see them. Our waves nearly tipped over a row-boat. I left Marian to tie up the boat to the float, and so reached the office only five minutes late.

Does Wheeling boil? It is warm enough here to go in swimming. How does the baseball team stand? What are Helen and Harriette doing? In short, give me all the news that is going.

Your friend,
George.

Mr. Richard White
81 Dyckman Avenue
Wheeling, W. Va.

ruling. The return address should not be omitted, for it is just as necessary here as in the case of business letters to insure the return of the letter to you in case of misdirection.

The *heading* should never be omitted from even the most intimate correspondence. If the return address on the envelope should be forgotten, the heading would be necessary for returning the letter to the writer in case it had been misdirected. The slant system for all parts is almost universally followed in pen-written letters. The lines may be followed by punctuation or not, as you please. The *inside address* is in all friendly correspondence placed in the lower left-hand corner just after the signature. The *salutation* varies with the intimacy of the correspondents. The most formal is *My dear Mr. Thorne.* Less formal would be *Dear Mr. Thorne, Dear Thorne, My dear John, Dear John, Dear Jack.* The comma is the less formal way of punctuating the salutation. The *complimentary close* varies in the same way. *Faithfully yours,* or *Sincerely yours,* seems not so intimate as *Cordially,* which in turn is not so warm as *Affectionately* or *Lovingly.* The *yours* should not be omitted. If you write the full sentence, *I am sincerely yours,* you can easily see why. The *yours* after *am* refers back to *I*. *Sincerely* is an adverb and modifies *yours,* which is as grammatically essential here as in business correspondence. The *signature* in the same manner indicates the familiarity or intimacy of the writer.

The *body* of the friendly letter is markedly different from the body of the business letter. The business correspondent wishes to produce some action; that is, he tries to get his reader to do something. A friendly correspondent expresses his own personality, by giving his own experiences, thoughts, and feelings. He is, in short, visiting by mail. His language may be very informal, even chatty, and he may write at as

great length as he pleases so long as he is sure of interesting his friend.

When you write a friendly letter, make it as interesting as you are.

Exercise 95

1. One of your school friends is now at home in a small town near your home after two weeks in the hospital with a broken leg. Write him of the events in school that would interest him. Make sure that all the "parts" of the letter are correct and that each page has neat margins on both sides and a space at *top* and *bottom* that will be pleasing to the eye. Enclose it in an envelope that is fully directed.

2. Exchange with a classmate the letters written for the assignment above. Let him write out a sentence or two of criticism on each part. You and he can then talk over each point and decide who is right.

3. Suppose you are the Richard White on page 171. Write a reply to George's letter. What subjects will interest him? Have you every part correct? Again secure the assistance of a classmate.

Exercise 96—Oral

Let the class elect or ask the teacher to appoint a committee of two or three to visit the post-office and learn every stage from the time the letter leaves your hands until it reaches your friend. The teacher can probably pave the way for this visit, but you can make it profitable only by drawing up a list of questions beforehand. Let the committee make a report to the class.

Exercise 97

1. Pretend that you are spending the summer at the seashore or in the mountains or at some place of which you have read. Write

to a classmate an interesting account of some of your experiences. When you have completed it, read it aloud and answer these questions:

(a) Does it sound like you?
(b) Does it give a good impression of what you think and feel?

2. Exchange letters with a classmate. Let him write out a criticism of your letter in answer to the questions above, and also with regard to its "parts." As a result of his criticism you may wish to rewrite this first version before handing the letter to the teacher.

3. You have spent a holiday with your grandparents or with the parents of a classmate. Write what is called "a bread-and-butter" letter, thanking them for the good time they have given you. What were the most enjoyable features? How can you show that you genuinely enjoyed the holiday?

4. Let a classmate write out his opinion of the "bread-and-butter" letter, adding whether he would feel like entertaining you again.

5. Write to a cousin or an uncle or an aunt about an entertainment of some kind that you organized or took part in.

6. Let a classmate write a criticism, adding whether you really interested him.

***100. Informal Notes.—**

(1)

Dear Jack,

How is the week passing with you? We're going out to Gun Hill on Saturday evening. The moon will be full. There will be two bob-sleds. There is room in one of the sleighs for you. Are you with us?

Yours,
Helen

1213 River Road
Wednesday

(2)

1 Highland Park Avenue
December twenty-eight

Dear Helen,

I am very sorry I forgot to tell you that Uncle Ned and I last week completed all the arrangements for a hunting trip on Friday and Saturday. No matter how much fun the hunting provides, it will not be easy to miss the sledding.

I shall want to learn all about it as soon as I see you.

Sincerely yours,
Jack

(3)

My dear Mrs. Dudley,

Will you and Dr. Dudley give us the pleasure of your company at dinner on Friday, November tenth, at half-past seven?

Sincerely yours,
Phoebe Imbrie

21 Enid Terrace

(4)

My dear Mrs. Imbrie,

Dr. Dudley and I shall be glad to dine with you on Friday, November tenth, at half-past seven.

Very sincerely yours,
Florence Dudley

Ten Afton Boulevard

(5)

T. E. Ranch
Wiwurna, Wyoming
July 10, 1920

Dear Edith,

That was a very lucky choice you made for my reading on the way out. How could you possibly know that I had never read "The Harbor"? I finished it as we were nearing Cody.

The story of the hero's boyhood is so real that I don't believe it's fiction at all. The story of the strike is so graphic that I felt I had lived through it, and yet found more meaning in it than I should have found in the actual experience. You have demonstrated again your happy gift of fitting your deeds to the taste of each of your friends.

As I laid down the book, I thought of how delightful you had made my long trip. Your alert but kindly intellect is a blessing to all about you.

Very sincerely yours,
Mary

Mrs. Edith Graves
Riverton, New Jersey

(6)

Ellwood, Wisconsin
December 11, 1920

Dear Jane,

Mary writes that you are the first member of the family to be made president. The Senior Class of the Endicott High School must be made up of very discriminating girls. I am sure you will preside with unruffled dignity and that wisdom will dictate all your policies.

I congratulate you heartily on your attaining the highest honor which your classmates can confer upon you. May the faculty likewise reward your merits.

Your cousin,
Eugene

Miss Jane Elder
Endicott, Wisconsin

(7)

1119 Heather Lane
June 1, 1920

My dear Randolph,

The death of your mother was a sad shock to us. We were just rejoicing over her recovery from the influenza when the news came.

Her loving kindness and utter unselfishness have always made her dear to every member of the family alike.

But you will not forget that we shall watch you go on through college and life in the manly way she would have wanted you to follow. We as well as you will feel her presence like a guiding angel along our footpaths. Everyone who knew her will forevermore be better because she lived.

Your loving
Aunt Christabel

How do these differ from friendly letters? What is the purpose of each? Which are invitations? Which accepts? Which regrets inability to accept? Which expresses thanks, congratulation, condolence? What is the difference in formality. How do they differ in arrangement of parts? Does the arrangement suit the purpose and tone? Why is the name of the city sometimes omitted? (See letters 1–4.) Under what circumstances is the day of the week a sufficient date? (See letter 1.) When is the date put in the body of the letter? (See letters 3 and 4.) Why is an informal reply modeled on the invitation?

Make your informal notes suit the occasion.

Exercise 98

1. Invite a friend to your home some evening to pop corn or make candy. Which example comes nearest your situation?

2. Reply to the invitation, accepting it.

3. Reply to the invitation, explaining that on that evening you are to practice with the school glee club.

4. Your mother is inviting two or three couples in to dinner. Write an invitation for one of them in her name.

5. Accept the invitation for one of the families.

6. Decline the invitation for another.

Exercise 99

In these letters assume that you are now a business man or woman. What is the best form for the letter in each case?

1. You are in Chicago. A friend from Mississippi is staying at the Blackstone for a few days. Not being able to reach him by telephone, you write him an invitation to take lunch with you at the City Club.

2. Write his acceptance.

3. One of your friends was injured in a street-car accident. You cannot call him up at the hospital, but you write him of your sympathy and promise to call on him soon.

4. Write the letter the patient would dictate, thanking him for flowers and his letter.

5. A friend of yours has been made president of the City Club. Congratulate him.

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101. Formal Notes.—Formal notes are used only for ceremonious occasions where many persons only slightly acquainted with each other are to gather. The message is always couched in the third person, and as it is usually engraved or printed, the lines are arranged in balance or other symmetrical design.

Colonel and Mrs. Dallas Thompson
request the pleasure of
Mr. London Napier's
company at dinner
on Tuesday Evening, December first
at eight o'clock
Seventy Riverside Drive
November twenty-fifth

Invitations to receptions and church weddings need not be answered. The reply to a dinner invitation should be sent

within twenty-four hours. It should follow the form and the phrasing of the original as nearly as possible. It must be in the third person throughout.

Mr. Napier accepts with much pleasure the kind invitation of Colonel and Mrs. Dallas Thompson for Tuesday evening, December first, at eight o'clock.
27 Bedford Parkway
November twenty-sixth

Mr. Napier regrets that a previous engagement prevents his acceptance of the kind invitation of Colonel and Mrs. Dallas Thompson for Tuesday evening, December first.
27 Bedford Parkway
November twenty-sixth

Exercise 100

1. Bring in a list of six different occasions on which a formal invitation should be used.

2. After class discussion, write as many of the invitations and replies as your teacher may direct.

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102. Official Letters.—In business life there are numerous occasions when letters are addressed to officers of the government, of a society, or of an institution and when no question of profit or loss enters. Such "official letters" are frequently written on special stationery, folded like social letter-paper, but with the address of the writer or his name embossed or stamped on the last page; that is, with the fold to the right. The message, if it should prove long, must of course extend to one of the inside pages.

The inside address is always written at the left-hand side at the end of the letter. The salutation is always *Sir*. The

complimentary close is *Respectfully yours* or *Very respectfully yours.* There should be no abbreviations anywhere. Great care should be used with the titles of the person addressed. The President is addressed as *The President;* a governor as *His Excellency the Governor;* a mayor as *His Honor the Mayor. Honorable* is applied to other government officers.

THE AMERICAN LEGION

519 Coyote Street
Cheyenne, Wyoming
October 2, 1930

Sir:

The American Legion of this city is planning a celebration of the signing of the Armistice on November 11, in the City Hall. Will you do us the very great honor of addressing the meeting at eight o'clock in the evening? Not only the Legion but all other citizens of Cheyenne feel that no other speaker could give proper dignity to the occasion.

Very respectfully yours,
Henry L. Ogden
President

His Excellency the Governor
The Executive Mansion
Cheyenne

Exercise 101

1. Write to the mayor of your city, requesting his presence at some meeting of public interest.

2. Write his reply.

3. Write to your representative in Congress urging upon his attention some matter of national interest on which your section has convictions.

4. Write to the president of your state university expressing the request of a mass meeting that university extension lectures be established in your town.

5. As auditor, write to the president the letter with which you present your report of the condition of the Orono Company.

6. As secretary, write a letter of thanks to the governor or some other speaker who has addressed the City Club.

Exercise 102—Oral

1. You can probably form with ease a large collection of friendly letters and informal notes, and possibly some examples of formal invitations and official letters. Bring to class the best examples of each kind, read them, and indicate their good points.

2. Consult some printed collection of friendly correspondence. Find the best examples of each type of letter. Read them to the class with comments.

3. The best way to gain practice in writing friendly letters is to correspond with the members of some other class or school. English classes have corresponded with schools in England and Australia, and French classes here have written to pupils in French schools. The replies are often much more interesting even than was expected. Particularly interesting letters or passages may be read aloud to the class, with comments.

CHAPTER XVII

DEVELOPING IDEAS CLEARLY

103. Unity.—You have already seen that to get your thought before other people you must proceed a step at a time, and that you must develop each step fully enough to be quite clear. In developing thoughts, unless you plan very carefully beforehand, you are almost certain to mix up ideas that should be separate, or to introduce statements that do not help the reader to see your point.

In the following paragraph can you easily sum up the thought in a sentence? Is the order of topics clear? What has the sixth sentence, "We hear a lot, etc.," to do with the topic?

You won't frighten your correspondents if you place this course before them. It is comprised in a series of five books. Five short, compact little volumes called "Knacks of Selling." This course is teachable and it really does teach by telling stories. It sugar-coats a whole lot of psychology. We hear a lot about the psychology of selling and advertising. This course starts by discussing the motives that underlie a sale. Out of the experience of the salesmen from whom the incidents have been gleaned, "Knacks of Selling" tells the writer-salesman [correspondent] that there are five motives that impel people to purchase, and that one or more of the motives may account for every sale that is made. These motives are: gain of money, gain of utility, satisfaction of pride, satisfaction of caution, and yielding to weakness. Your men can carry these little volumes in an inside pocket and read them without knowing they are doing any studying. They will really start to think without realizing it. He gets psychology but does not get it under that name.

He is learning about salesmanship but not under the name of salesmanship.

In the rewritten form that follows, we see that the speaker had two subjects in mind. He wished to tell (1) how the course taught salesmanship and (2) what it taught. That is, the form above violates unity, which requires that we talk or write about one thing at a time.

You won't frighten your correspondents if you place this course before them. It is comprised in a series of five books, five short, compact little volumes called "Knacks of Selling." Your men can carry these little volumes in an inside pocket and read them without knowing they are doing any studying. They will start to think without realizing it. They will learn about salesmanship but not under the term salesmanship. They will get psychology but they will not get it under that name.

The course, in fact, sugar-coats a whole lot of psychology. It starts by discussing the motives that underlie a sale. Out of the experience of the salesmen from whom the incidents have been gleaned, "Knacks of Selling" tells the writer-salesman [correspondent] that there are five motives that impel people to purchase, and that one or more of these motives may account for every sale that is made. These motives are: gain of money, gain of utility, satisfaction of pride, satisfaction of caution, and yielding to weakness.

Develop one step of your thought at a time.

Exercise 103

1. On one of the following topic sentences deliver to the class an address which shall hold as closely to the topic as possible. One of your classmates will tell (1) at what point in your speech he knew what you were going to talk about, and (2) whether you made statements that did not help him to understand the topic.

(a) Going shopping with mother is an education.
(b) Looking for a job is very wearisome.

(c) Boys should be interested in business books.
(d) There are good movies as well as bad ones.
(e) Our fire drill came as a surprise.
(f) The store window at the corner attracted my eye.
(g) We are never in a hurry when going home from school.
(h) Only part of the daily paper interests me.
(i) I seem never to complete all my little duties at home.
(j) The shops near my home supply nearly all our needs.

2. As a result of the criticism write out the paragraph so that it shall not violate unity. Let a classmate consider whether any of your sentences lack unity (see pages 32–37).

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104. Coherence by Arrangement.—It is not sufficient that your reader never be puzzled with statements that do not develop your thought. He must also be able to *follow* your thought easily. Business men have no time to puzzle over statements. If your letter is not clear, it may be thrown into the waste basket.

To make sure that he can follow your thought easily, take pains to plan it carefully. Choose some order of arrangement, and stick to it. If you wish to follow the order of time (see page 160), be sure you do not vary from it. If you wish to reach a climax (see page 162), think out the steps carefully. Often you will wish to follow a purely logical order. The order best adapted to business may be called deductive: begin with the general statement which your reader is chiefly interested in, and follow it with the statements which support or establish it. When you are on doubtful ground, and wish to present the reasons convincingly before you state the conclusion, the reverse order may be followed. But most business men wish to learn at once the gist of a matter.

Exercise 104

1. Outline the paragraphs on pages 186–187. Which order is followed in each? Is it always natural and easy to follow?

2. Which would be the best order with each of the following subjects? Draw up an outline to show why you think so.

(a) How to open an account at a bank.
(b) A place where I should like to live.
(c) Why I like to read or to go to the movies.
(d) A plea to your father to let you go on a class picnic on a river, to be gone all day.

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105. Coherence by Connectives.—In addition to arrangement, you can employ connectives to help the reader follow your thought. Familiarize yourself with these connectives by looking up the exact meaning of each in the dictionary, and then try to use them whenever you have need.

1. To indicate that the thought to come is of the same kind as the thought just closed: *also, and, besides, further, furthermore, in addition, likewise, moreover.* You will often be able to use adjectives, as, *another, a second, a similar, a third,* and so on.

2. To indicate contrast: *and yet, but, however, on the one hand, on the other hand, nevertheless, only, still, whereas, yet.*

3. To indicate an alternative: *else, not, or, otherwise.*

4. To indicate result; *accordingly, consequently, hence, therefore, wherefore.*

106. Coherence by Construction.—Besides using connectives, you can increase the ease with which your reader follows your thought if you will keep to the same sentence structure within the paragraph. Observe the difference in the two versions of the following paragraph. (1) How is the

same sentence structure adhered to? Note the second and third sentences of the second quotation. (2) How is the order of the ideas improved? (3) What violation of unity is also eliminated?

1. No salesman knows when he starts out Monday morning what the week will bring forth, but if his desire for success comes from the back-bone instead of the wish-bone, you cannot stop him. He will have accomplished maximum results Saturday night. You may have every other good quality under the sun, but your success will be retarded without back-bone.

Back-bone will gain you the dealer's respect; it is the outgrowth of determination and is the ability never to give up, no matter how hard the task.

2. No salesman, when he starts out Monday morning, knows what the week will bring forth, but if his desire for success comes from the back-bone instead of the wish-bone, you cannot stop him. Back-bone will gain him the dealer's respect. It will put his route in the million class. It will enable him to beat his best record. By Saturday night he will have accomplished maximum results.

By order, connectives, and similar construction keep your reader on the track.

Exercise 105

1. In the first paragraph below note the underlined expressions. They are the connectives. How many kinds are there? How does each one help?

"If you forget everything else in this little talk, keep always in mind the next twenty-four words: *Every attractive display of a properly advertised, nationally known product which goes into your show-window is an insurance policy against the loss of customers.* I will explain that statement. You go into a store to buy a hat. Two styles suit you equally well. You take a look at the name plates. One is a Stetson, the other an unknown brand. You choose the Stetson, because you have *confidence* in it. Not only has it

been nationally advertised, but it has been *properly* advertised. Stetson advertising has carried prestige for years. Your customers have confidence in this *properly* advertised merchandise. When you feature these articles in your show-window, their confidence extends automatically to *you* and *your* store. Retain your customer's confidence and you need not worry about retaining your customer.

"Having considered window display sales from all other angles, let us now see what would have happened had you chosen to feature the Unknown brand, on which, we will contend, the profit per sale is a fraction more. You would have more profit on each transaction. That goes without saying. But your *volume* of sales would have been greatly reduced. You would have lost money in the long run. Let me tell you why. Unknown, or little known merchandise is never presold. There is no existing demand for it. The entire selling burden is placed upon the display. And that is asking too much of a show-window. For the window does its most efficient work, not as an actual seller of merchandise, but as the final link, localizing *proper* national advertising in a *proper* manner.

"I have already outlined a few of the difficulties which often prevent the window display from making *immediate* sales. But when the Unknown brand is featured, the sales must be immediate or not at all. The show-window is the only sales medium. There are no supplementary aids or reminders. The sale is made or lost in a moment. And finally, the display of the Unknown brand has no prestige-building or customer-insurance value. You might go on featuring unknown brands for years, and gain not one iota of customer confidence. You are at the mercy of any competitor who chooses to display and feature *properly* advertised merchandise."

2. Pick out the different means of connection in the second and third paragraphs immediately above.

Exercise 106

1. On the following topics write paragraphs in which you make a particular effort to make your thought clear by connectives or similar construction.

(a) How to make a hat (or a dress, or a cake).
(b) What I owe my parents (or my school).
(c) Manners in the lunchroom (or during the assembly exercises, or on the playground).
(d) What I admire in teachers (or schoolmates, or children).
(e) Judging people by their looks (or their actions, or their language).
(f) How wheat (or corn, or cotton) is grown.

2. Let a classmate review a paragraph to see if you have in your sentences used proper subordination (see pages 38–40).

3. Let another paragraph be reviewed for its proper use of conjunctions in the sentence (see § 189).

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107. Emphasis.—You wish not only to make your thought clear. You wish to impress certain parts of it upon your reader or hearer. Now in the paragraph the points that attract attention are the beginning and the end. What you wish the reader to remember longest, you should place at one of these two points. Sometimes, you can gain particular emphasis by summing up the paragraph in a single, short, final sentence.

In business letters a frequent means of emphasis is the short paragraph. It makes the thought stand out distinctly. If it is not used too often, it will prove effective. Note its use in the letter on the following page.

Exercise 107

1. What means of emphasis is employed in the selections on pages 160–168.

2. Bring to class five paragraphs from the advertising pages of a magazine which you consider skillful in emphasis. Explain to the class how the skill appears.

Here is a sample of the best leather substitute for the manufacture of gun, fish rod, tackle and other sporting goods cases. It is our Leatheroid, 6900 Quality, a material much stronger and more durable than any leather that is comparable in price.

We want you to note the toughness, strength and leatherlike character of the sample. Then ask us for prices and a working sample from which to make up a case. Once you have done this and figured your cost we know you will decide to push a complete Leatheroid line, because these facts will be very evident:

Leatheroid cases are quite as attractive as leather. Their appearance is identical in color, grain and finish.

Leatheroid cases are water-proof, affording better protection than leather cases for the articles contained.

Leatheroid cases are grease-proof, stain-proof and washable. They do not scuff or peel. Their beauty is permanent.

Leatheroid cases can be sold at retail at a price the average sportsman can easily afford. This means larger sales.

The patriotic sportsman prefers Leatheroid to leather, which he knows should be conserved for military purposes.

Leatheroid cases offer a better profit to the manufacturer, jobber, and retailer and more business all around.

The working sample of Leatheroid is free. May we send it?

Exercise 108

1. Outline a paragraph on one of the following topics.

(a) A book I have read and reread.
(b) Shopping in a five-and-ten-cent store.
(c) Where do the fruits on a fruit stand come from?
(d) How to manage or edit a school paper.
(e) A cake-and-candy sale.
(f) Using the telephone to order groceries or notions.

Let a classmate report on what matters in it impressed him most. Were they the statements you wished to emphasize?

2. Write the paragraph out so as to make use of the class criticism. A classmate may review it to see if the sentences are emphatic (see pages 59–63).

108. Connecting Paragraphs.—Your listener or reader must follow you from paragraph to paragraph, just as he follows you from sentence to sentence within the paragraph. (Read again pages 184–186.) He must see immediately the connection in idea between any two paragraphs. You can aid him with what are called transitional expressions. On pages 186, 187, note the variety of such expressions as: "If you forget everything else in this little talk, keep always in mind the next twenty-four words." This sentence makes a definite reference to preceding paragraphs and points forward to the new paragraph. Every perfect transition should do both. "Having considered window display sales from all other angles, let us now see"—this phrase does the same two things. How is the third paragraph on page 187 introduced?

Note in the letter on page 189 how the paragraphs are bound together by parallel phrasing. All but one of the short paragraphs begins with "Leatheroid cases." No reader can mistake the connection in thought.

Exercise 109

What means of transition between paragraphs are employed in the following letter?

SLIPPING

"There is one thing above all others that the salesman should guard against, and that is slipping, going backward not necessarily in volume and results, but in the productiveness of his efforts.

"Slipping is a disease of the imagination. All salesmen are exposed to it. Some succumb, others see its pitfalls and overcome it.

"Some of the symptoms are a tendency to be grouchy, a listless or dissatisfied attitude, a feeling that the house never does anything

right, a disposition to ignore the small dealer, impatience, an abhorrence for answering correspondence and handling claims, indifference to the specialty man, and a general loss of morale.

"Some of the causes are not keeping posted on the line, not taking advantage of the information in the bulletin, getting the impression that you have nothing more to learn about your line, being on the same territory too long and not having enough territory to occupy your time fully.

"The cure is to admit to yourself that you are in a rut. Don't be discouraged if something goes wrong. It's part of the business. Compare the number of orders you take with the number taken the previous week. Keep all of your claims filed promptly. Answer correspondence immediately. Do not allow your work to drag. Keep on the lookout for the new customer. Familiarize yourself with every product you have to sell.

"It is easier to work than to loaf. Inoculate your mind against this disease of slipping."

Exercise 110

1. In the daily or weekly paper, find some news article and some editorial that employ transitions skillfully. Which is the more skillful? Which type (the news story or the editorial) does the class find to be more skillful?

2. Bring in some paragraphs in a weekly or monthly magazine where transitions are skillful. Are magazines more skillful than papers?

CHAPTER XVIII

EXPLANATION

109. Planning an Explanation.—Can you guess how much of speech used in business, or for that matter in any other part of our life, is explanation? More than half. To succeed in the effort to make others understand a matter requires at least two things. You must first understand the matter thoroughly yourself. If the blind lead the blind, will they not both fall into the ditch? Secondly, you must consider how much or how little your listener already knows. You will have to begin with the matters that he does know. Think over the points that will have to be made clear. Arrange them in an order that he can easily follow. Be careful not only to make every step clear but to warn him when you advance to a new step. Choose your words so that they will be exact, precise, but not unfamiliar.

In preparing any talk, you should jot down the various topics as they occur to you. If you carry a memorandum book, the best way will be to set aside a page for your subject. When you have thus collected all the ideas and information you think you need, rearrange the topics in the manner clearest for the audience or listener.

110. The First Plan.—For example, you have decided to explain to a friend why you wish to become a private secretary. You have talked with a good many persons about it, and read some books on the subject. You are full of your ambition. But your friend knows no more about it than one

would learn from taking the same commercial course that you do. Probably you can best begin by mentioning the duties of a secretary that coincide with those of a typist or a plain stenographer. Your jottings may be somewhat like this:

Taking dictation	Kind of employer
Typing	Kind of office
Transcribing notes	Chances of advancement
Writing from phonograph dictation	Pay
Filing	Hours
Telephoning	Responsibilities

In looking over this list of items you discover that some of the ideas belong together. The groups of ideas thus formed constitute the main divisions of your talk. All of the items in the left-hand column above seem to deal with the kinds of work which a secretary has to do. Some of the items in the right-hand column seem to deal with the surroundings of a secretary's work and others with the rewards of his work The single items seem to fall into four main divisions:

I. Kinds of work
   - A. Typing
   - B. Taking dictation
   - C. Transcribing notes
   - D. Writing from phonograph dictation
   - E. Telephoning
   - F. Filing

II. Surroundings of work
   - A. Kind of office
   - B. Kind of employer
   - C. Hours

III. Rewards of work
   - A. Chances of advancement
   - B. Pay

IV. Responsibilities

111. The Revision.—Closer inspection shows you, however, that this arrangement does not entirely carry out your purpose. You started out to explain why you hoped to become a secretary. Merely to enumerate the duties which you would have will not explain your reasons for choosing such a career. You will have to show how those duties differ from the ordinary stenographer's duties. A little reflection tells you that a secretary's duties include some not here mentioned, such as meeting callers, caring for the employer's mail, and learning the details of his business. The fourth main division of the outline above should therefore be merged with the first.

The third section, as it stands, is very short. Yet in explaining why you wish to become a private secretary that section is very important. It should be developed in greater detail. Reasons should be given for the higher pay which the position carries and for the better chances of advancement. Some of the reasons would be: the knowledge of such matters as spelling and good English; the form and tone of business letters; your ability to relieve your employer of many details; your ability to think and act without bothering him.

In the last place, is the order of the parts the most logical you can find? Have you thought out how the reader is to pass from point to point? The main heads seem well placed, because they are in the right order to explain your ambition. But the subheads do not progress from the simpler to the more complex. A change in order is necessary.

The revised outline may be drawn up in this way:

I. Kinds of secretarial work
  A. Responsibility in ordinary office duties
    1. Tact and accuracy in telephoning
    2. Perfection in typing

3. Speed in taking dictation
4. Judgment in transcribing notes
5. Care in writing from phonograph dictation
6. Intelligence in filing

B. Responsibility in special duties

1. Caring for employer's mail
2. Meeting callers
3. Learning details of employer's business

II. Surroundings of the work

A. More variety in the work
B. Less crowded office
C. Better class of employer
D. Hours of service

III. Rewards of the work

A. Reasons for higher pay

1. More intelligent work in details
2. Use of your own judgment
3. Taking duties from the employer's shoulders

B. Better chances for advancement

1. Your knowledge of the business
2. Your taking more responsibility

112. Formal Requirements of an Outline.—Note the following features of a good formal outline:

1. A separate kind of notation is used for each rank of heading. In the specimen given above, for example, all the main headings are in Roman notation.

2. Each rank of heading is indented to the same depth. All those with Arabic notation, for example, are placed at the same distance from the margin.

3. Headings of similar rank are phrased in parallel structure.

4. There are never fewer than two subheads.

113. Presenting the Talk.—If your speech is to be a long one, a more convenient way to collect and arrange the material is on slips of paper or cards. Once you settle the main divisions, it is easy to put each on a separate card and to jot down the subheads on that card, as they occur to you. The mainheads can then be arranged in any order that you find best.

In presenting the material to your hearers you can very often make a point clear by an example, a comparison, a contrast, a diagram, or a picture. Indeed, any of the methods of developing a paragraph may prove useful. They should, of course, always be chosen with an eye to the particular hearers you may be addressing. **An explanation must be clear to the hearer or it is no explanation.**

Exercise 111

1. A stranger sees you at the entrance to the schoolhouse and asks you to direct him to the nearest railway station.

(a) Have you made each turn clear?
(b) Draw a diagram on the board which would help him.

The class will act as the stranger. Let a separate member report on each of these points: whether (1) you spoke each word distinctly; (2) you spoke slowly enough; (3) the directions would be clear to one ignorant of the locality; and if not, why not; (4) the manner was courteous.

2. You meet a friend at the railway station but cannot accompany him to your home. Give the directions (making a diagram if it would be helpful) so that he can be sure of finding the house. Let the class criticize as in 1.

3. Your friend wishes to come to the school from the house later in the day. Give directions that will enable him to find the principal's office or your own classroom. Let the class criticize as in 1.

4. You are in a school play to be given in the auditorium. You give two reserved seat tickets, H12 and H14, to two friends. As you are unable to come with your friends, draw a diagram and explain to them how they are to reach the seats unaided. Let the class criticize as in 1.

5. A. Draw up a complete outline for a speech on one of the subjects in B. The outline may be placed on the board and criticized in class.

B. Give directions how to:

(a) Prepare an English lesson.
(b) Drive a horse or start an automobile.
(c) Trim a hat or hemstitch.
(d) Dust a room or set a table.
(e) Load a film camera and take a picture.

When the speaker has concluded, let him answer any questions that are put to him, or let him ask members of the class to answer questions which he puts. Then let the class criticize as in 1, with the following substitution for (4):

(4) Are transitional expressions (see § 105 and Exercise 105) so conspicuous and clear that each step stands out distinctly?

6. A. Draw up a complete outline for a speech on one of the subjects below. It may be criticized in class.

B. Explain by the use of examples, comparisons, contrasts, or in some other concrete way, one of the following topics:

(a) My memory at its best and at its worst.
(b) A bad habit of mine.
(c) What I should do if I were very rich, or very powerful, or very wise.
(d) What do people say about me—as, my father, my mother, my chum, my older or younger brother, my teacher, and so on?
(e) If I were stranded in a strange city, how could I make my living?
(f) The best piece of work I ever did.

When the speaker has concluded let the class criticize, as in 5, adding:

(5) Is the order of the main divisions the clearest possible?

7. A. Make a complete outline for a speech on one of the subjects in B and place it on the blackboard for class criticism.

B. Explain to one who knows nothing or little of the subject:

(a) A street-car transfer and its uses.
(b) What is fire insurance?
(c) How and why to ventilate a room.
(d) The qualities of a good toothpaste.
(e) How to begin in learning to typewrite.
(f) The purpose and principles of shorthand.
(g) What is accounting and why is the demand for it increasing?
(h) A time-clock and how it operates.

Let speaker and class proceed as before.

8. A. Make a complete outline of one of the subjects in B, and place it on the blackboard for class criticism.

B. Explain with full details one of these subjects. In this explanation be very careful of your use of words. Avoid slang expressions, and try to introduce as many precise and concrete words as possible.

(a) The art of shopping with the least waste of time.
(b) What is a boy scout?
(c) Who are the camp fire girls, and what is their purpose?
(d) What the Red Cross stands for.
(e) Why and how are income taxes levied?
(f) What are the purposes of an automobile license?
(g) What are the purposes of a cash register?

In the class criticism like that in 6–B, let there be an additional committee for:

(6) Were the words precise and concrete? (See § § 22, 24.)

9. A. Draw up a complete outline, which the class will criticize for thought as well as form.

B. Select one of these ideas that you think you understand very well. Then explain it so that every member of the class will see what it means. In abstract subjects, concrete illustration and comparison are particularly important. The application of the idea must be so clear that no one can mistake it. Be particularly full and definite with these subjects.

(a) What is heroism?
(b) Can there be heroism in business?
(c) What is success?
(d) The value of cheerfulness and optimism in business.
(e) Experience is a hard school.
(f) Not failure but low aim is crime.
(g) What is system, and how great is its value?
(h) What is influence or "pull," and how does it operate?
(i) Can one rise by hard work and perseverance alone?
(j) Is there such a thing as luck in success?
(k) The rewards of unskilled labor, skilled labor, commercial work, applied art, fine art, the professions, with regard to interest of the work, social standing of the worker, wealth, or benefit to the community.
(l) Efficiency and its lack as illustrated in your dealings with a local shop, the post-office, a department store or mail-order house, a trolley line or railway, an electric light or gas company.

The speaker and class will proceed as in 8.

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114. Minutes.—If one business man talks over some proposal with another business man and the two reach an agreement, one of them will embody the main points of the agreement in a letter and send it to the other. He does this so that there will be no occasion for misunderstanding. The same necessity for a record frequently arises when groups of men or women come together. If the meeting is important enough to need a chairman, it usually needs also a secretary to take down the minutes.

Minutes are the notes or record of any formally organized meeting. They are written out from jottings made by the secretary during the course of the meeting. The jottings should record the exact wording of motions and the result of

all votes. Important speeches should be summarized. The order of events should be strictly followed. The complete minutes should be written tersely, but with the utmost accuracy, as they may be needed long afterward to settle some uncertain point. It is customary for them to close with the phrase, "Respectfully submitted," followed by the signature of the secretary. The minutes of one meeting are usually read aloud at the next meeting, in order that members who detect inaccuracies may suggest corrections. When the revisions are made, the chairman usually approves by a signature.

Much valuable practice for business life can be gained by class secretary reports of the discussions and conclusions of each recitation. If there is a new secretary each day, the minute-book can be passed around the class, so that each member may gain some practice. The class may suggest corrections as in a society meeting, and the teacher may finally approve. The members will in this way develop a keen sense of what is important and of how to state matters accurately.

Should the bare record become monotonous, the secretary may be asked to select the feature of the period that best merits further discussion. He should then add argument or explanation to bring out the significance.

The minutes for Thursday were read by Mr. Dunlevy and accepted.

The class were sent to the board to place on it the display lines of their original advertisements. As a result of the discussion we found that the best display lines were short. They contained not more than five or six words and consisted chiefly of nouns and verbs. They were often directed toward a particular class of readers. The separate display lines should emphasize the same point, which should be the talking point of the advertisement. In general, slogans should not be displayed so prominently as the display lines.

Mr. Sahulka's lines were pronounced the best because they emphasized the talking point most successfully and because, by reason of their shortness, they were most certain of attracting attention. His head-line, "Speed," was considered the head-line of the day most certain to arrest the reader. The word "self-starting" in the center-line brought forward the talking point so as to make it stick in the memory.

Respectfully submitted,
WALTER GOODMAN

115. Written Reports.—In Chapter I we learned a good deal about simple oral reports. In business, written reports also are frequently required. They often result from investigations, and are usually the basis for recommendations. As they are submitted to busy executives, every effort should be made to render them clear at a glance and easy to refer to.

To make them clear at a glance requires great care in the arrangement. An outline or plan is necessary to determine what is the most logical and the easiest order of parts. The conclusions should generally be stated at the beginning of each division. Busy men do not wish to waste any time in getting at the heart of a matter. The recommendations would generally come at the end of each section. At the end of the whole report there may be a conclusion repeating the points made in the body of the discussion.

Clearness is enhanced if tabulation is employed wherever classification is a part of the report and where figures enter. If you are trying to show the increase in the running expenses of a department, you might consider the increased number of employees, the increased wages or salaries, the increased cost of supplies. The best way to present these would be in a table.

	1918	1919	Increase
Employees	32	45	40.6%
Wages	$38,592.16	$67,536.30	75
Supplies	756.27	884.93	17

To make reference easy, the report should be conspicuously divided into parts. Each part may have a title that will indicate the substance of that section. The part title may be written in capital letters, or typed in red, or underlined with red ink. Subheads, summarizing subordinate sections, may be indicated by underlining in black. Paragraph titles may be typed in the margin, which should be wide enough to permit insertion without crowding. In the body of the report noteworthy words or sentences may be typed in red or underlined. A table of contents in outline form and an index may be supplied if the complexity of the report warrants it.

Formal reports are usually accompanied by an official letter (pages 179, 180) which gives the circumstances of the report, the sources consulted in its preparation, and the ground that it intends to cover. The letter is in the third person, except where a personal and informal tone is desired.

The following is an illustration.

Gentlemen:

In accordance with the resolution adopted at the meeting of the Real Estate Board, the Own Your Home Committee submits the enclosed report of its campaign during the month of June.

It details the purposes of the campaign, the methods of bringing before the public the advantages of owning a house, and the results achieved. It appends recommendations for the conduct of future campaigns.

Very truly yours,
Own Your Home Committee
by George Gulliver
Secretary

A section of the report might be displayed thus:

GENERAL FEATURES

Number of home owners

While Metropolis has always been known as a home-owning city, the facts discovered by the market analysis were that 65 per cent of the population were boarders and renters. This, it was determined, was due to the recent rapid growth of the city.

Sources of information

This analysis was a compilation of facts and figures in possession of the local board, checked up by the United States Census report. It was believed sufficiently accurate for all the purposes of the campaign.

Results of campaign

The board appropriated $1,000 for the campaign. On this slender fund, all that was accomplished seems remarkable, as after impossibilities were weeded out, the campaign shows 245 ready-to-buy prospects in hand. The accounting shows that the fund was sufficient, with 40 cents to spare. These prospects are being closed day by day as reported by members to the board. Already all the resale possibilities in the south and east sections of the city have been exhausted. Only builders can buy in these sections. . . .

ADVERTISING

Frequency

The miniature house folder and the speeches were backed up by newspaper advertising which appeared in all three of the local newspapers, running Saturday, Sunday, and Monday for two weeks. In between these dates the newspapers carried daily news stories of the factory meetings. In all, the newspapers carried forty-nine different stories of the movement during the period of the campaign.

Appeal to action

The newspaper advertising asked readers to call or write for the folder, "How to Own Your Home." The same thing was impressed by the window card used in the campaign. This card was freely used by stores all over the city, the promoters of the campaign having no difficulty in getting store owners to see the movement as one of public benefit.

Exercise 112

1. Make a report to the class on the newspapers of your town or State. Compare them department by department. Recommend

the one to be taken by the school library. In preparation for this report, study Chapter IX, "The Newspaper."

2. Draw up a report on various weekly reviews, considering their appearance, contents, policies, and other matters. Recommend that one or more be taken for the school library.

3. Draw up a report on several monthly magazines, such as *Harper's*, *Scribner's*, *The Metropolitan*, *The American*, and recommend that one or more be taken by the school library.

4. Write a report for the principal, examining conditions in the school and recommending that the school establish a monthly magazine, a weekly or daily paper, a year-book, or some other periodical.

5. Write a report to the head of the English department concerning the conduct of some school periodical and suggesting certain definite improvements.

6. Draw up a report on the calling which you expect to enter, discuss the changes which the World War produced in it, and point out the advantages which it now offers.

7. Draw up a report on your study of business English, pointing out the matters in which you have become most proficient, and suggesting any changes in the study that will make it more useful.

CHAPTER XIX

LETTERS OF CLAIM AND ADJUSTMENT

116. Importance of Claims.—Wherever stores sell goods, there are dissatisfied and even angry customers. They talk to their friends, call up the store over the telephone, face the clerk behind the counter, or write the management a letter. They sometimes call names and use abusive language.

Progressive houses study such customers very closely. The managers are eager to satisfy them. They believe that "no sale is complete until the customer is satisfied," and that every customer is worth satisfying. For in modern business it is only the "repeat orders" that pay a profit. Business is service, and that house will succeed best that sells satisfaction with every purchase. It will try to make a friend of every customer. Such a house consequently no longer speaks of its complaint department, but of its "bureau of claims and adjustment."

117. Making a Claim.—Accordingly, when you are dissatisfied with goods, you will not give way to anger, no matter how annoying the circumstances. You will not indulge in sarcasm or caustic remarks or threats. You will accomplish nothing thereby. If you write a letter in this spirit, it may be handed about the office for a hearty laugh. It may provoke a stinging reply. In any case, it will serve only to delay settlement. A better plan is merely to state the facts of the case in the order in which they occurred. Make the account complete, so that the firm can find the proper papers among

its records. Frequently the record alone will suffice; the firm will be glad to correct any mistake or replace faulty goods. But if the case warrants it, close your letter with a definite request for adjustment.

Every claim letter should be precise but courteous.

Compare the effectiveness of the two letters following:

The Emporium
Market Street
San Francisco, Cal.

Gentlemen:

You may think you have a fine store, but I can tell you you don't hold a light to the ones I've been dealing with in Denver. They never try to cheat their customers.

Now I bought a large order at your place yesterday, and I was counting on buying a whole lot more, but you don't see me get bit twice. The lamp that I particularly wanted has not been sent. Your clerk said the receipt would be sent with the lamp. But I have a witness to the fact that I paid. And if you don't pay or produce that lamp, I face you with her.

Yours truly,
Mrs. Nelson Bigby

Gentlemen:

The bill of goods which I ordered at your store yesterday morning, November 10, has been delivered with the exception of the electric library lamp. The clerk promised that it would be delivered in the afternoon. As it is now the evening of November 11, I feel there has been some oversight.

Very truly yours,
Irene Bigby
(Mrs. Nelson Bigby)

Which of these letters shows the better breeding? Which is the more businesslike? Which would awaken the desire to help the woman out of her trouble? Which would aid the clerk in tracing the error? Which would sooner secure delivery of the lamp?

118. Adjusting Claims.—The attitude of the house, in the matter of adjustment, is no less important than that of the customer in the matter of a claim. Courtesy and consideration are just as essential. Every house has its own *principles* and system of answering the claims of customers. Marshall Field, the great Chicago merchant, followed the slogan, "The customer is always right." Another firm always hands the money back first and then inquires into the reason for dissatisfaction. All recognize that it is much easier to keep an old customer than to get a new one and that the small customer of today may be the big one of tomorrow. Their aim is to build up such good-will that every customer becomes a friend. They recognize that most men are honest, that the customer is merely seeking justice, and that, as errors are bound to happen, he is probably in the right. The firm that serves its customers best is sure to serve itself best in the end.

The *wording* of adjustment letters must be carefully considered. Claim letters are so often written in anger that the correspondent is frequently tempted to reply in the same vein. Such temptation must be resisted. Your duty as correspondent is to look at the matter from the customer's point of view, to consider his circumstances and conditions. Employ only courteous expressions. Discourteous words may result in the permanent loss not only of that customer but of her friends.

Certain phrases that reflect upon the customer are particularly to be avoided. The word *complaint* always conveys an unpleasant suggestion that the writer has no basis for a demand. The phrases, *you say*, or *you state*, or *you claim*, rather disparage the veracity of the customer. "The lampshade which you claim arrived in poor condition, etc.,"

should read, "We are sorry to learn that the lampshade has not arrived in good condition." "We cannot understand," or "We are at a loss to understand," only increases the customer's annoyance. Instead, you should put him in as agreeable a frame of mind as possible. Do not say, "We cannot understand how it could have been damaged," but "We shall take pleasure in examining it." To say, "We do not question your fairness," is unfortunate. Make some positive reference to your own policy of treating everyone justly. In short, put yourself squarely in your reader's place and see if there is anything to which he might take exception. If there is anything wrong, change it. On the other hand, of course, do not gush; be dignified.

Every adjustment letter should, by its purpose and phrasing, endeavor to make the customer a friend.

119. Arrangement.—The *beginning* of an adjustment letter of any class is particularly important. You should always find something in the customer's letter to agree with. You should in some way assure him that his letter has aroused a personal interest and a desire to help him out of his difficulty. If you can grant his claim, do so in the first sentence as if you were glad of the opportunity. If you cannot grant it, at least find something that will put him in a favorable frame of mind, even if it is nothing more than thanking him for calling the matter to your attention. You can then give an explanation that will leave any reasonable person satisfied.

Let the *body* of your letter be a very definite explanation, which will make matters clear to the particular person you are addressing. Consider the situation from his point of view. Do not repeat, but give such facts and details as are needed by the reader. Do not argue, but explain.

The *conclusion* should impress upon him that your interest in his patronage is genuine and that your only effort is to be perfectly fair. Do not say, "We hope this is satisfactory," but "Sometime very soon we want the opportunity to serve you in all the real meaning of that word." In short, the conclusion should leave him a friend of the house.

There is no means to this end more certain than a prompt *acknowledgment* of his letter. If the case is one that needs investigation, reply at once with a promise to sift the matter thoroughly. Do not imply, however, that his claim will certainly be granted. An investigation may reveal that the fault lies with him. When you have placed the responsibility, you can proceed in the firm but friendly manner suitable to the adjustment necessary.

120. Fault Lying with the Seller.—In satisfying the customer, the letter will vary according to the nature of the claim. The first thing to do, always, is to fix the blame. No dissatisfaction can be removed until the responsibility for it is placed. Where the fault lies with the seller, he should in the first sentence acknowledge the responsibility and very cheerfully comply with the wishes of the customer. In doing so, he should of course avoid as far as possible any loss to the house. Where this is not possible, the only recourse is to carry out the buyer's request but to make the explanation so clear and satisfactory that the customer will continue his patronage.

The following letter was written to a man who had been sent a printed postal card notice that his order could not be filled for two weeks until a fresh stock arrived. He had replied that he thought he "was dealing with a house that knew its business" and that if they couldn't supply him, he knew where he could get what he wanted without waiting. The

writer first found the order letter in the files and the card of notice sent. Observe how suavely the letter was written, once the blame was fixed. It overlooks the anger of the customer, begins with the adjustment that will incline him favorably towards the house, repeats personally the explanation of the delay, and tries to induce him to reorder. Study the conclusion particularly. Do you think it will persuade Mr. Simpkin to reorder?

Dear Mr. Simpkin:

We are returning your remittance for $4.47, which you sent us on March 15 to pay for a pair of shoes.

There is nothing we should have liked better than to send off the shoes immediately upon receiving your order. That would have been according to our usual way of doing things here. But, as you know, we were not able to ship the shoes because they were out of stock at that time. We held back your order because we knew we were to receive a fresh supply of these shoes later.

However, if it is your wish to have your money returned, by all means we are glad to do it.

You still are going to want a new pair of shoes this spring. Our footwear is astonishingly low in price, and out in up-to-the-minute styles. May we hear from you again sometime soon?

121. Vague Claims.—If a claim is very vague, the skill of the correspondent may be taxed in dealing with it. The writer of the following letter was apparently unaccustomed to transacting business by mail.

January 10, 1920

The Roscommon Co.
Fort Worth, Texas

Dear Sirs:

I cannot see why you people don't keep better track of the orders you send out. I've got to have those invoices, as you call them, to tell how much you owe me. It's sure as death you've got to send

back $1.85 for the express I paid. Besides, I ordered you to send by freight because it's a sight cheaper. Those weather strips never have come through anyway. You've got things so mixed up I can't tell where I am at until you get those invoices to me.

Yours truly,
Samuel Whigelt

A hasty reply read as follows:

Dear Sir:

Your letter of tenth inst. at hand. In reply beg to state that our system has been built up through years of study and is the best in the state. We sent you the invoices. They must be lying around the house somewhere.

When you can show us how much we owe you, we'll be glad to settle, but we are now at a loss to understand what you want. Draw up a list and send it on. Awaiting an early reply, we beg to remain,

Very truly yours,
The Roscommon Company
by Sidney Homer

A better letter took account of the difficulties of the customer and tried to clear them up for him. As this was the first order of Mr. Whigelt, who would probably feel that the company cared nothing about treating him fairly, a particular effort was made to impress him with the desire of the company to be just.

Dear Sir:

This has reference to your letter of January 10, regarding numerous inquiries about an order purchased from us December 16.

We are sorry that we cannot furnish you with the invoice sheets covering this order. It is a policy of this company to send all invoice sheets to the customer to show him just how the order was handled. These are sent separately by mail, so as to reach him before the shipment does. It is our belief that yours have been lost on the way. However, if you will go to the trouble of listing just

what articles you have received and of sending the list to us, we will put on the price for you. This will serve the purpose as well. If there is any amount due you, we shall be glad to settle with you at the earliest possible moment.

The enclosed check for $10 we believe will complete your order. It is based as follows. $1.85 is allowed for the express charges which you paid on a package that we had paid for in advance. We do not know the article number and price of the bundle of weather strips, but we believe that $2 will cover this. The $2 is included in the check. The remainder of this check represents the difference between express and freight charges, due you because we shipped goods by express instead of by freight, as you ordered.

We must admit that your order was not handled properly, and that you should have received word from us regarding the shipping instructions, so that we could have pleased you. We are in a position to serve you better and would like to receive another order from you, which will be handled as it should be. You will not be troubled with this inconvenience again.

We are sending a stamped envelope, Mr. Whigelt, so that you can send us word as to whether you are satisfied with this adjustment or not. Please address directly the writer of this letter, who will be glad to investigate again in case we have overlooked some adjustment due you. We should like very much to have you do this, as we want you to be a steady and satisfied customer of ours. We expect to hear from you if possible by return mail.

Very truly yours,
The Roscommon Company.
by Sidney Homer

Exercise 113

1. Mrs. Alice Hanlon purchased on September 16 a pair of long white gloves, two yards of silk tulle, and a pair of white silk stockings, for a party on the 17th. The package was delivered late on the 17th. When opened, it proved to contain a pair of child's rompers.

(a) Write the letter of complaint. Have you made it definite and courteous?

(b) Write the letter of adjustment. Have you followed the best arrangement? Have you made the phrasing the most courteous possible?

2. Mr. Oliver Whitson purchased of Williams and Company on June 1 a traveling bag and a toilet kit. On the afternoon of June 2 it has not been delivered, and he is going off that night for a long vacation.

(a) Write out the telephone conversation between Mr. Whitson and the bureau of claims and adjustment. You may make Mr. Whitson talk angrily, but not the adjustment clerk.

(b) Two members of the class may make this adjustment orally before the class as it would be made over the telephone.

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122. Fault Lying with the Goods.—Where the goods appear to the customer to be misrepresented, or for any reason are unsatisfactory, the correspondent has a delicate and difficult task. He must not in any way reflect on the veracity of the customer, yet he should, where possible, induce the buyer to keep the goods. This he can do only when he can at the same time retain the good-will of the customer. In some cases it will be difficult to place the company in the right light. If the return of the goods is advisable, the letter should contain no trace of reluctance. Instead of grudgingly, it should cheerfully and generously grant the adjustment sought.

The following letter does not remark that Mr. Ray is making an extraordinary demand, that he is making it too late to expect any replacement of the machine, and that all machines are perfect when they leave the factory. On the contrary, it opens with positive thanks, explains carefully

how the adjustment can be made, and concludes with a strong prediction of satisfaction.

Dear Sir:

We thank you, Mr. Ray, for writing us regarding the sewing machine, number 286c72, shipped to your daughter-in-law, Mrs. J. R. Ray, Pontiac, Michigan.

You have a right to expect the best of service from this Damascus Rotary machine. Our machines are inspected carefully at the factory and should reach the customer in good sewing order. We can only conclude that the particular machine shipped to Mrs. Ray was not assembled properly. You have not written us in detail as to how the machine works and we are, therefore, unable to offer any suggestions for overcoming the trouble.

The machine has been out for more than three months, but in view of the peculiar circumstances, we are going to make a special concession, as we want you to have a Damascus Rotary that is a good sewer and will give you years of service.

Accordingly, we have entered an order for a Rotary head to be shipped by express prepaid, direct from our factory at Belvidere, Illinois. Please return the machine head, detaching it from the stand, to the National Sewing Machine Company, Belvidere, Illinois, by express collect, making use of the enclosed tag. Send the original express receipt together with this letter to our Chicago store in order that our records may be kept clear.

We know you have been one of our best customers for a number of years, and we regret very much that you should have had the slightest cause for dissatisfaction. Your business is appreciated, and we are only too glad to have the opportunity to ship you a new head which we are confident will meet with your requirements in every respect.

Exercise 114

1. Mrs. Olney Wedgewood, living in the suburbs, has purchased of Oglethorpe and Company a boy's auto express wagon. When she

opens the parcel, she finds that the brown paper has stuck to the sides, thus disfiguring the bright yellow paint.

(a) Write a letter asking the company to take the wagon back and credit her with the price. Intimate that wagons purchased in the suburbs will be perfect. Have you made the letter both definite and courteous?

(b) Write an adjustment letter in reply. Send a bottle of furniture polish to remove the paper. Speak of the inspection system of store and express regret that a disfigured wagon was sent. Ask her to inform you of the result. What is the best arrangement? Can you show her that you regret the disappointment of her little boy? Can you restore her confidence in the firm? What is the cost to the company of your adjustment?

2. Mr. A. S. Hill purchases of Frank Simonds Company a suit which is to be altered. When he receives it, he finds that the collar is too high and that the right side of the front does not lie flat.

(a) Write the claim letter

(b) Write the adjustment letter. Mention the usual expertness of your tailors and the completeness of your equipment for such work. State your regret at failure and your eagerness to make the suit fit. Send for the suit and suggest a time when he can try it on in the store.

3. Mrs. A. M. Murphy has purchased through an advertisement a washing machine, which, she finds, leaks and does not really clean the clothes.

(a) Write the claim letter.

(b) Write the adjustment letter.

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123. Fault Lying with the Transportation Company.— A very frequent cause of complaint is delay or damage in transit. Sometimes the goods are missent, and either not found for some time, or lost for good. The damage may be

traced to rough handling or to exposure. Most firms request the recipient to take up the matter with the railroad. A good many, however, regard this as an opportunity to help their customers. In such cases notice is sent:

We have today started a tracer of our shipment of November 12 by the A. B. C. Railroad, which you report has not arrived. We trust that this will prove effective. If however the shipment is not received in a reasonable time, please communicate with us again.

Where the damage is owing to bad packing, the shipper makes good the loss. But when the transportation company is at fault, the firm frequently helps the customer to secure damages from the railroad or express company, by asking him to obtain the necessary papers.

We are very sorry to learn that, in the framed picture shipped you on March 3, the glass was broken in transit and the picture badly marred. Please see the express agent and ask him to examine the package and certify to the damage. If you will send his affidavit to us, we will file claim in your behalf against the company.

We shall then forward another copy of the picture framed in the same style, which we are sure will prove a joy forever.

Exercise 115

1. You have broken a rear axle in your automobile, and have sent to the factory for a new one. A week has passed and you have not received it.

(a) Write a claim letter expressing your annoyance at their oversight.

(b) Write the adjustment letter, stating the date of shipment, saying that you have sent a tracer, forward another axle, and give directions for the return of the first should it arrive. Criticize on the basis of § § 118, 119, 123.

2. You have bought a Morris chair through an advertisement. When it arrives it is badly discolored and the cushions are wet.

(a) Write the claim letter, asking for your money back.
(b) Write the adjustment. What papers will you need from the customer? Criticize as before.

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124. Fault Lying with the Customer.—Where the customer refuses to accept, or returns, goods in which there is no defect, it is well to say as little as possible about the claims of the customer. Put all the emphasis on the merits of the goods. If you are dealing with a private purchaser, you may need to make some concession to retain his confidence. Some houses allow the return of all goods except those for intimate personal use. Such houses need particularly persuasive letter-writers to turn these refusals into sales.

Can you explain why the two following letters proceed in opposite directions? One begins with the adjustment; the other closes with it. In neither was the firm or the transportation company in any way to blame.

Dear Mr. Couett.

Here are our checks for $179.06,—the value of the diamond ring you returned to us and the $.56 mailing charges.

You leave us a bit in the dark as to why you returned the ring, but we're inclined to think it was through no fault with the stone or its setting, but because of some personal wish.

After all, our likes, and dislikes, and personal feelings play such a large part in the enjoyment of a stone like this, that it's upon this very fact we can base our hope that, once having owned one of our stones, you will not want to be long without one.

There's a friendly satisfaction in the flash of a really good diamond which makes the strongest appeal for ownership. We can claim the highest perfection for our stones. Our trained buyers have made the pick of the market, and procured for us diamonds rarely seen at

these prices. The settings, too, are beautifully designed, to enhance the aliveness of the stone.

Then, too, have you considered the diamond as a savings bank? It is something into which you can put your money, and draw interest in keen enjoyment of it while you're wearing the beautiful stone. Then, if it's really a good diamond—again, as ours are—you will always find a ready sale for it if you want your money back.

We hope you will reorder sometime soon, and let us send you another ring. But if you do not care to do this right away, how about making a choice from our other merchandise showings? You'll find the same firm-rock guarantee of satisfaction backing them, as you have in this case.

Yours very truly,
MONTGOMERY WARD & COMPANY

Dear Sir:

We thank you for returning this casing, which has been carefully examined by our adjuster.

We fully appreciate that the mileage you received was somewhat disappointing. In addition to the enclosed booklet on "Common Causes of Tire Injuries," may we explain just what caused the unsatisfactory service you received from this tire?

As you doubtless know, there are two distinct types of rims - the I. D. and S. B. - or Clincher and Straight Side. A casing designed for one cannot be used on the other successfully without a bead filler.

This explains the trouble you experienced. However, the injury is so slight that it can easily be repaired, and in view of the small service you received we are willing to do the work at actual cost; namely, $3.00.

The job will be fully guaranteed and should give you first class service. May we have your instructions to proceed with the work?

Very truly yours,

Exercise 116

1. Mr. James L. Monroe has purchased a mimeograph, hectograph, or some other duplicating device. He cannot get good copies with it.

(a) Write the claim letter.

(b) Write the adjustment letter. Be particularly careful not to give offense, for it is likely that the only reason for his failure is his neglect to read the directions carefully. Explain how it should be operated. Speak of its wide use and predict satisfaction.

2. If you do not understand the operation of these duplicating devices, choose some machine that you do understand.

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125. Unjust Claims.—Though most customers believe that they have just grounds for their claims, no firm can remain in business long without receiving claims that have no just basis. In some quarters there is a feeling that no demand on a great corporation is unjust. Where one is dealing with a person of this convenient code of ethics, one should preserve the utmost courtesy until the evidence is complete and overwhelming. Do not tell him "he has another guess coming" or that "there is nothing green in your eyes." Even where you think he is trying to swindle you and to be gratuitously unpleasant, you can attain your end better by stating the position of the house firmly and in the most courteous terms.

Dear Madam:

The duplicate check for $19.40, which you returned with your letter of March 9, has been replaced in our files. We thank you for the attention you have given our request. Please accept this letter as a receipt for the return of the duplicate.

In your letter you mention the fact that you have written many letters in an attempt to adjust your account in a satisfactory manner, and we would infer from your statement that to date you have not obtained the results desired.

If there is anything involving an order that was placed with this concern that has not received the attention it deserves, kindly give us a review of the facts on the back of this letter, and return with this

sheet any invoices or correspondence you may have received relative to the matter involved. We assure you it will receive every attention.

Should it be that we are mistaken in our surmise and that there is no adjustment you desire at this time, we shall not expect you to reply to this letter, for we do not wish to cause our customers the slightest inconvenience and would not expect anyone to reply to a letter of ours when a reply is not required.

Yours very truly,
MONTGOMERY WARD & COMPANY

Exercise 117

Miss Yolanda Ennis has bought of Dixon and Endicott a handsome evening gown, delivered on the afternoon of December 28. On December 29 she writes to the firm, saying that the color seems quite different out of the store and that it does not suit her complexion. She asks the firm to send for it and return her money. In the adjustment letter call her attention to the fact that such articles are unreturnable because of the delicacy of the fabrics. Remind her that the gown was tried on in artificial light, such as it would be worn in, and that during the trying on she expressed great satisfaction with the effect.

Exercise 118—Oral

Appoint a small committee to visit the local freight office to learn what a "tracer" is. If the members of the committee think out carefully their questions in advance, and proceed with courtesy, the officials will probably be glad to explain to them just how complaints are handled and how the company traces lost and damaged shipments.

Exercise 119—Review

1. Two members of the class will impersonate the buyer and the seller in each of these situations. The conversation may be

imagined to take place face to face or to be conducted over the telephone.

(a) The telephone company has overcharged you on the monthly bill, as you think, for some out-of-town calls.

(b) The tennis racket you bought of the local dealer has broken the first time you used it. You show the imperfection in the wood. The dealer shows you in the catalogue that rackets of that price are not guaranteed.

(c) The lace curtains you sent to the laundry two weeks ago have not been returned. You are very impatient. The laundryman explains that the curtains have all to be stretched on frames and that he had a good many orders ahead of yours.

(d) Your milkman has been delivering milk and cream the last three days after your breakfast hour instead of before breakfast. Can he offer a satisfactory explanation?

(e) Your morning order from the grocery and market has not been delivered at two o'clock though you told the proprietor you were obliged to be out after three o'clock. Can he make a satisfactory explanation and promise?

(f) Your dressmaker delivered Saturday afternoon a dress you wished to wear to church on Sunday. You find it does not fit perfectly. What should be done about it?

2. The class will criticize for clearness and courtesy.

Exercise 120—Oral Reports

1. Keep a record for a week or longer of all occasions in your home when there is opportunity for a claim and of the actual way in which the adjustment was made in each case. Were the merchants skillful, so far as you can judge from this chapter?

2. Let the class appoint a committee to visit a grocer, a druggist, or a dry-goods merchant, to learn what kinds of complaints are made and how they are adjusted. Let the committee note the directions in Exercise 118.

3. If you have been employed in a store or office of any kind, try

to make, under each of the five kinds of claims described in this chapter, a list of actual cases you have observed. Was each adjustment skillfully made? Make a report to your classmates.

4. Look over your collection of business letters for specimens of the claim and adjustment letters described in this chapter. Have you a sufficient number for a separate folder of each kind? Bring the best examples to class, and read them, commenting on their merits and defects.

Exercise 121

1. Draw up an outline of each letter in this chapter. Is each well planned? What is the reason for the order of the parts in each?

2. Write the claim letter and let a classmate the next day write the adjustment letter to each of the following. The class will criticize both for definiteness and courtesy.

(a) Mr. Robert Mountsier, 122 Connecticut Avenue, Cincinnati, Ohio, has purchased at The Fair, Market and Madison Streets, several articles of haberdashery. A dozen collars, style Monroe, size 16, are omitted from the delivery.

(b) The telephone company a month ago was requested to install a telephone in your home. The request was made over the telephone. Nothing has been done.

(c) You have now been using the Washburn typewriter for a week and find that it is not giving satisfaction. Write to the local agent of the company.

(d) The cord of wood which you ordered from the local coal-and-wood company proves to contain many unsound sticks.

(e) The bill of goods which you ordered ten days ago has not arrived, though you explained at the time the demand for haste. The shipper replies that shipment was made immediately, sends a tracer, but at once duplicates the order.

(f) The order from the wholesale grocer in the nearest large city has arrived, but, in two cases of jellies and jams in glass jars, many are broken. Be specific. The shipper replies that they were packed with great care but offers to help you with the railroad company. How can he do so?

(g) Mrs. Ida Sparrow has purchased by mail a Fenway self-filling fountain pen. After using it for a week she reports that the point is twisted and that she wants another pen or her money back. The company replies that the pen left the office in perfect condition. It surmises that she has let it drop from the table. What concession can be made?

(h) Mr. Homer D. Ward writes to the Perfection Office Furniture Company that the steel filing cabinets sent him are unacceptable because they are finished in green when he wanted oak. The company in reply points out that he ordered from a catalogue number which designates olive-green finish. What concession can be made?

(i) The Progressive Grocery Company of Kansas City, Mo., on November 1 sold Mr. H. W. Fuller of Wichita, Kan., a bill of goods amounting to $92. The terms were 2 per cent discount 10 days, 30 days net. On December 10 Mr. Fuller remits $90.16. The company cannot allow this discount.

CHAPTER XX

ARGUMENT

126. Purposes of Argument.—Wherever men—or women—come together, before long someone will be trying to induce another to agree with him or to do something he wishes done. That is, someone will try to *convince* or *persuade*. In business, just as in social life, such conversations must never descend to wrangling, nor should the tone of command be employed. To accomplish one's purpose several cautions must be observed.

127. The proposition.—1. Make sure that you understand the exact question under discussion. The best way of testing it is to reduce it to a proposition. A proposition is a complete sentence stating the point in dispute. It can consequently (1) state only one matter and (2) make only affirmative declarations. Otherwise both you and your opponent will find yourselves so confused that you cannot tell where you stand.

Wrong:

You should buy a vacuum cleaner and send your clothes to the laundry.

Right:

You should buy a vacuum cleaner. (The laundry question can be settled later.)

Wrong:

The school should not keep pupils in later than four.

Right:

The school should dismiss all pupils at four.

Exercise 122

Frame an acceptable proposition on each of these subjects:

work	school	study hall
war	industry	football
money	moving pictures	auditorium

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128. Definitions.—2. Make sure that both you and your opponent understand all the important words in the proposition. For example, the buying of a vacuum cleaner would depend to a great extent on whether it is electrically driven or hand-power. The kind you have in mind should be defined at once.

Exercise 123

Taking three of the propositions you have framed in Exercise 122, define any terms that could possibly be misunderstood.

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129. The Issues.—3. Think out clearly the points at issue. If you are trying to sell an electrically driven cleaner, the first point to determine is whether the house has electricity. If it has, the second point would be the question of usefulness. A third would be the price. A fourth might be the cost of up-keep. The only way to discover these questions that have to be settled is to put yourself in the position of the one who is considering the purchase. Ask yourself questions. Think the matter through to the end. Possibly a pencil and paper will help you to cover the situation. If you find that you haven't enough knowledge of the subject, study it until you

know it thoroughly. You cannot discuss matters you do not thoroughly understand.

Exercise 124

Taking one of the propositions in Exercise 122, draw up three *issues*, or questions that have to be settled. Let these be placed on the board or presented to the class in some other way. Then let the class decide (1) which of all those presented are the three most important issues; (2) which member found the most fundamental issues.

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130. The Order of Parts.—4. Arrange the separate arguments that you discover in such an order that they will be most convincing to the person or group you are talking to. If there is not a naturally logical order, place the strongest argument last. Some striking argument should, however, open the discussion.

Exercise 125

Taking the issues settled upon in Exercise 124, arrange them in the best order. Explain why you consider this order the most convincing.

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131. Proof.—5. Support each argument with proof. In debate mere assertion is worth nothing. Some arguments can be reasoned out. For example, you might sit at home and *reason* out which would be the quickest way to go to the post-office. By one way, you might go straight down one street,

turn at a corner, and then go straight down a second. By another way, you might have more corners to turn, but might also be able to cut across squares, vacant lots, or a park, and thereby save time. But you could also bring *evidence* by taking the trip both ways and keeping an exact record of the time consumed. Most arguments have to be supported by such use of evidence; that is, by facts, figures, illustrations, demonstrations. To prove that a vacuum cleaner would be useful, a brief explanation of why it cleans thoroughly would help to convince, but a demonstration of one in actual operation would bring full belief.

Exercise 126

1. One of the best ways to begin arguing is to study the advantages and disadvantages of the proposed action. Select some calling, such as secretarial work, accountancy, salesmanship, or law, medicine, teaching, and discuss its advantages and disadvantages with regard to:

(a) Training required
(b) Ability needed in the calling
(c) Working conditions
(d) Opportunity for advancement
(e) Rewards of success
(f) Service to the community

2. What proof have you of these advantages and disadvantages?

Exercise 127

1. Selecting one of the propositions below, think out what you consider the most important *issue*. Then gather all the *proof* you can find.

(a) Every high school should offer courses in typewriting and stenography.
(b) Every girl in high school should take cooking and sewing.
(c) Any pupil making 85 per cent in any subject at the end of the term should be excused from the final examination in that subject.
(d) Every boy should take manual training before graduating from high school.

2. How much of the proof is reasoning? How much is evidence? What kinds of evidence do you find? Let the class decide: (1) Who has the most fundamental issue? (2) Who has the fullest, most convincing proof?

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132. Refutation.—6. Think out the arguments of your opponents and the kind of answers they will make to your arguments. Unless you can meet their arguments and objections, you can have no hope of inducing them to take your point of view. If the customer argues that he could not take care of a vacuum cleaner, you may reply that it requires no care except emptying the dust bag (you can demonstrate how easy that is), and oiling the machine every time it is used (which you can also demonstrate). If the customer objects to the price as too high, you can suggest a plan of monthly or weekly payments.

Exercise 128

Taking the same proposition as in the last exercise, think out the most fundamental argument of your opponent, and the strongest objection to your own arguments. What answer can you find to this objection? Let the class decide: (1) Who has the most funda-

mental issue? (2) Who has the best objection? (3) Who has the best answer to an objection?

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133. The Brief.—7. The best way to test your arguments and their arrangement is by an outline. In such an outline, every heading should be a complete sentence, and all proof, whether reasoning or evidence, should be placed in subheadings introduced by *for*. For example:

I. A vacuum cleaner would be very useful, for
  A. It cleans everything so thoroughly that no dusting is necessary, for
    1. It cleans carpets and rugs, for
      (a) It draws the dust with the air through the carpets into the bag.
      (b) The demonstration shows this.
    2. It cleans upholstery, for
      (a) An attachment can be moved easily over the upholstery.
      (b) A demonstration proves this.
    3. It cleans hangings, for
      (a) The attachment can be moved up and down portières and other hangings.
      (b) A demonstration proves this.
  B. It cleans with much less effort than a broom or carpet-sweeper, for
    1. All the real work is done by the motor and fan.
    2. A demonstration by the housewife proves this to her satisfaction.

In your actual speaking you may wish to follow the reverse order to the one set down. You may wish to present the evidence first and then announce the general statement or conclusion. But the preliminary testing is never certain

unless you follow the order just illustrated, and no argument is safe until it is tested.

Exercise 129

Select one of the propositions below on which you have definite knowledge or which you can study up easily; (1) proceed as in Exercises 124 and 127 to find the three strongest arguments on each side; (2) draw up an outline of these arguments, making sure that the form is correct in every way; (3) would you in speaking present the argument in the same or the reverse order?

1. Mail-order houses are beneficial to the country.
2. Bill-boards should be prohibited along roadways.
3. All postmasters should be appointed from a civil service list.
4. Every girl should be able to earn her own living.
5. Bargain sales are necessary to maintain business.
6. Advertising increases the cost of goods.
7. Every pupil should take a course in salesmanship.

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134. Debating.—8. The best way to conduct a debate in class is to organize the class into a society. Often the teacher does not wish to serve as chairman. She will then ask for nominations of officers: a president, a vice-president if there are to be several such meetings, a secretary, and in some few cases, a treasurer to collect dues.

If a debating society is formed, the president should appoint a committee to draw up a constitution and a set of by-laws. This document should specify an order of business for each meeting, as:

1. Call to order.
2. Reading of reports, as the secretary's minutes of the preceding meeting.

3. The presentation and discussion of committee reports.
4. Conclusion of business that was not completed at the previous meeting.
5. New business.
6. Program of the day, which would include the debate and the decision.
7. Adjournment.

Unless this set order is followed, a great deal of time will be wasted in accomplishing nothing. It is the duty of the president to see that the business of the meeting is dispatched quickly. He should become familiar with some book of parliamentary practice, as Robert's "Rules of Order."

In the debate itself the affirmative opens the argument and closes it. Usually the closing speeches are made by the leader of each side, the negative summing up for his side, and the affirmative closing the whole argument. It is customary to have three judges. The one first named acts as chairman. He may have each judge ballot separately or may call the judges into consultation before announcing the decision.

Exercise 130

1. Hold a debate on one or more of the propositions below. The teacher may perhaps assign certain pupils as leaders and let them select the affirmative and negative teams. Or the teacher may perhaps appoint all of the speakers. The judges may be classmates, invited pupils, or invited teachers.

(a) A subsidy is necessary to maintain the merchant marine of the United States.
(b) The city should own the electric light and power plant.
(c) The government should own and operate the telegraph and telephone lines.

(d) Labor unions benefit the public.
(e) The United States should maintain a larger standing army.
(f) Universal military training is necessary to our safety.
(g) Profit sharing should be introduced into every kind of business.
(h) The study of mathematics in high school should be optional.
(i) Latin should be required for graduation from high school.

Let the class be divided into committees to consider:

(1) The delivery of the speeches.
Distinctness of utterance.
Posture and gesture.
Fluency, lack of hesitation.
(2) The form of the speeches:
Were the beginning and the end clear and forceful?
Were the transitions so clear that each argument stood out distinctly?
(3) The proof:
Did any speaker deal in mere assertions? Point out exactly how.
Who gave the most convincing proof? What made it particularly forceful?

2. Additional subjects for debate may be selected from the following:

(a) The city manager plan is the best form of city government.
(b) The short ballot should be adopted in this state.
(c) This state should adopt a higher educational qualification for suffrage.
(d) This state should prohibit women and girls from working at night.
(e) This state should require all children to remain in school until they are sixteen.
(f) A tax on incomes is the best form of taxation.
(g) Salaries should vary according to the purchasing price of the dollar.
(h) This state should open a bank to lend money at lower rates of interest.

(i) The United States is justified in participating in European affairs.

(j) The future of manufactures in the United States lies in cultivating South American markets.

(k) Trade acceptances should be required in settling all debts between retailer and wholesaler.

(l) The state forestry department should allow no trees less than nine inches in diameter to be cut.

(m) The best preparation for business is actual business experience.

(n) Every school should provide a course in current events.

(o) The course in literature should include a study of modern drama.

(p) Complete disarmament is necessary to insure the world's peace.

(q) Some form of league of nations should be organized to include all civilized countries.

(r) The distribution of milk should be transferred to the municipal government.

(s) The phonograph should be in every home as the basis of a musical education.

(t) Reading of history is more beneficial than the reading of fiction.

CHAPTER XXI

CREDIT LETTERS

135. Credit.—Hardly a business house in the country buys goods on a strictly cash basis. Credit is much more convenient. A man can lay in a stock of hats and caps on the first of the month for $50, with the privilege of paying for it on the first of the next month. This is called an *open account.* By the end of the month the merchant has sold the stock for $75, with which he can lay in a still larger stock of any goods his trade may demand. This sale of the stock is called *turnover.*

The terms on which goods are sold on open account depend to some extent on the quickness of the turnover. Some dealers in provisions permit only a week to elapse before payment. Some dealers in silks, on the other hand, permit six months to elapse. The usual terms are cash in 30 days, with a discount or reduction of 2 per cent if payment is made in 10 days.

To secure credit, however, the merchant must satisfy the wholesale dealer from whom he buys that he is able and willing to pay. For credit is the foundation upon which the whole edifice of modern business is reared. If it fails, as it does in times of panic, business comes to a standstill. Consequently, when an order without payment in full is received from someone unknown, most houses seek information in regard to the prospective purchaser's character and ability to pay. Whether the house will grant credit depends upon three things: (1) the amount of money the merchant has invested

in the business, or his *capital;* (2) his integrity and resolution, or his *character;* and (3) his keenness as a business man and the chances for making money in his locality, or his *capacity.* Where the business is well established and of some size, an estimate or rating will be found in the national reports of Dun or Bradstreet or in those of smaller mercantile agencies. When the merchant is not listed in such reports, the wholesale house usually requests from the merchant information as to his standing, which is more or less detailed according to the nature of the case.

136. Opening an Account.—The proper way to secure credit is to request permission to open an account. The following letter was successful:

Shreveport, La., April 20, 1920

The Harper Drug Company
123 Canal Street
New Orleans, La.

Gentlemen:

I have purchased the business of Smith and Fowle of this town, and wish to open an account with your house. For four years I was in the employ of the Central Drug Company of Houston, Texas, to whom I refer you for my business ability. For my financial standing you may consult the First National Bank of Shreveport.

If on investigation you decide to accept my orders, please let me know what terms you can offer me. If you can forward the enclosed order early in May, I shall be pleased.

Very truly yours,
A. M. Moody

137. Granting Credit.—The letter above was successful because the writer's former employers held him in high esteem and relatives in the bank were willing to advance him money. But credit is not granted lightly. Let us suppose that the

young man had given no references. The wholesale house would then have had to proceed more cautiously, but just as cordially. Note the care and courtesy of the following letter. There is no wavering in the request, but the tone is friendly.

THE HARPER DRUG COMPANY
Wholesale Drugs
122 Canal Street
New Orleans
Louisiana

June 10, 1920

Mr. A. H. Evans
Yazoo City, Miss.

Dear Sir:

It gives us pleasure to acknowledge your initial order, which has been referred to the Credit Department.

Our records show that we have not dealt with you previously. As a considerable time is necessary to obtain credit information through the usual channels open to us, we would suggest that you send as references the names of several concerns with whom you are now dealing on open account.

If you are in immediate need of the goods, perhaps you will prefer to make an advance remittance for this order.

At the same time you might send the references requested. We could then investigate them carefully with a view to establishing your credit so we can accept your future orders on open account without further question.

Very truly yours,
The Harper Drug Company
by S. L. McCumber

138. Refusing Credit.—So important is credit that large companies frequently give friendly advice to their customers. The interests of wholesaler and retailer are really identical. The wholesale house can flourish only as its customers are prosperous. Any assistance the more experienced firm can furnish will therefore help both.

The particular point of the letter below is discount. Discount is the deduction from accounts, bills, charges, and the like, allowed when payments are made within a specified time. Occasionally the "specified time" is upon the receipt of the commodity, but usually a longer period is granted.. (See page 234.) It is obvious that if a merchant has a monthly turnover, and discounts each month at 2 per cent, he will in a year be making 24 per cent on the money invested. In the following letter, could the partners resent this friendly advice?

THE HARPER DRUG COMPANY
Wholesale Drugs
122 Canal Street
New Orleans
Louisiana

June 12, 1920

Messrs. Bishop and Hume
Laurel, Mississippi

Gentlemen:

Your good order of June 5 is much appreciated. We also thank you for the financial statement you so kindly enclosed.

After carefully considering your interests, and how we can best serve them, we question the advisability of shipping this entire order at once.

You are but a few hours away from us. A letter or a wire will bring prompt shipment of any goods you may need.

One of the hardest tasks in the world for a young firm is to progress under a heavy debt. We want you to succeed—we are sincere in our desire to serve—we want to merit your confidence, but we feel that it would be nothing short of injury to "saddle your backs" with a load of goods you do not need.

By keeping your stock down to actual needs, you keep down overhead expenses, interest, and make possible quick turnovers. The more times you turn over your stock, the greater are your profits.

You, we believe, will see that we are acting for your interest in suggesting that you reduce the size of this order to, say, $300. This

will still give you some of every number, so you will be able to supply fully the demands of your trade.

Remember, we are acting for your welfare. Your firm is good and we would get every cent of the money for this order, but we want to discourage the debt habit and encourage the discount desire.

Use the inclosed stamped envelope to tell us your views on the course we recommend.

Cordially yours,
The Harper Drug Company
by S. L. McCumber

Exercise 131

1. You own a grocery store at Rushville, Ga. Order of Swift and Company, Macon, Ga.: 100 lbs. of premium ham; 100 lbs. of salt bacon; 25 lbs. of fancy meats, assorted; 3 cases of laundry soap; 1 case of toilet soap. Give full shipping directions.

2. Write a reply from Swift and Company, acknowledging the order but inquiring how the Rushville man is going to pay for the goods. In the letter suggest a certified check for the present order, and the names of two references for future orders. Explain that terms are now cash weekly because the profit per sale is so low that a quick turnover is necessary. Make a credit connection seem very important to the new customer. Be sure to make the tone of the letter cordial.

3. S. M. Kendrick adds a farm implement department to his hardware store at Boothville, Kan. He orders from Studebaker, South Bend, Ind.: 3 light farm wagons; 5 heavy farm wagons; 5 extra front and rear wheels for each kind; 3 buggies; a phaeton; a surrey; and a dozen whips. He gives catalogue numbers for each item. He names two references, says he wishes to open an account, and asks for terms.

4. The Studebaker firm replies after investigation that its terms are 60 days, with 3 per cent for cash in 10 days. The writer speaks of the firm's experience of 65 years and his 168 acres of factory space. He asks if he may enter Mr. Kendrick's name in his books on the terms stated. Can you make this a welcome without seeming too eager?

5. The Studebaker firm thanks Mr. Kendrick for the order and sends a blank on which to make out a statement of his assets and liabilities. The letter explains that the company finds that many customers prefer giving in such first-hand information to trusting their credit standing to roundabout reports. The letter concludes with a statement of the company's unrivaled means of supplying all vehicles.

6. After study of the report of Mr. Kendrick, the Studebaker correspondent writes Mr. Kendrick that the latter does not seem to have sufficient capital to open the proposed department. The letter suggests that he find someone to invest $2,000 in the business. It emphasizes the friendly spirit in which this suggestion is made.

7. A small concern, called the New York Clothing Shop, at Menoshaw, Idaho, writes to the Regal Tailoring Company, State and Randolph Streets, Chicago, Ill., that it is the only clothing store in the county and wishes to lay in a stock for the season. It orders: 100 suits, sizes 32 to 42; 100 boys' suits, sizes 12 to 18; and 50 overcoats. It gives three references. Write the letter.

8. The Regal Tailoring Company writes to one of its traveling salesmen, Samuel Upton, at the Broadway Hotel, Boise, Idaho, enclosing the letter of the New York Clothing Shop and asking him to investigate. Write the letter.

9. Samuel Upton replies that he visited Menoshaw on Monday, that the proprietor, Milton Lee, had only one clerk, and that he (Upton) had plenty of time to talk to Lee. The shop had been open for only a short time and the proprietor seemed unduly hopeful about the future. The local bank did not know him very well. Write the report.

10. The Regal Tailoring Company suggests to Mr. Lee that he cut down his order about half and pay for his first order by certified check. Try to speak in so cordial a way about the prospects at Menoshaw and so glowingly about Regal service that he will act upon the suggestion.

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139. Extension of Time.—Should a merchant find that he is unable to pay at the time the bill falls due, his proper

course would be to request an extension of time and, if it is possible, to give honestly the reason. The creditor can then see the justice of the request. The following is an illustration:

Salem, Nebraska
January 10, 1920

Messrs. Owens and Davis
117 State Street
Chicago, Illinois

Gentlemen:

The enclosed clipping will show that my stock of goods has been seriously damaged by fire. Until the insurance adjuster shall have completed his investigation, I shall be unable either to hold a sale to dispose of what is left or to order a new stock.

Meanwhile, I should appreciate the kindness of an extension of thirty days on the bills falling due on January 12 and January 20. The extension will enable me to so adjust my affairs as to meet these obligations.

Yours very truly,
W. H. Alston

Exercise 132

1. Write to your grocer, asking for a two weeks' extension of time. On what grounds?

2. Hand your letter to a classmate. If he takes the place of your grocer and thinks your reasons sufficient, he will courteously grant the request. If he thinks you are not justified, he will suggest part payments. How can he make this reply friendly yet persuasive?

3. John L. Bowman, Gainesville, Tex., writes to Selwyn and Company, St. Louis, Mo., explaining that the failure of the cotton crop has made collections very slow and asking that he be allowed 30 days longer on a bill of $348.50. Can you make this frank and persuasive?

4. Let a classmate reply for Selwyn and Company. He will admit that trade is dull in your section, but he will suggest that your excellent standing with the Farmers' State Bank of Gainesville will

enable you to borrow the sum. He will give as the reason for this request the fact that difficulties over labor and raw materials make it essential to collect bills as they become due in order to keep down the costs to merchants. How can you make this friendly but firm?

5. H. J. Kelley writes his dry-goods merchant (use a local name), to whom he owes $37.50, asking for an extension of 30 days. He gives no reason and does not explain how he will be able to pay next month.

6. Let a classmate reply for the merchant. He knows that Mr. Kelley has not been delinquent since he opened an account a year ago. What will be the proper reply?

7. The merchant knows that Mr. Kelley is behind in his payments at several stores and that he has of late been spending money rather freely. What would be a proper but tactful reply?

8. Mr. Amos L. Fortner, a druggist of Longview, Colo., is a recent customer of the Roitan Company of Denver. He now orders $217 of new stock, though he has an account of $197.50 now 30 days past due. Write a courteous letter suggesting that he settle the old account before you ship the new order. Can you make it clear that you are seeking his interest?

9. Mr. Saul Thompson writes his grocer that he has been ill for two weeks. He asks for a two weeks' extension because he has lost the wages of the last fortnight.

10. Write a sympathetic letter granting the request.

CHAPTER XXII

COLLECTION LETTERS

140. Reason for Collection Letters.—Many merchants and many customers of retail stores do not take the trouble to ask for an extension of time. They adopt the policy that it is better to let the other fellow do the worrying. Assuming that it is the business of the creditor to collect, they force him to make all the moves. Such debtors may be:

1. Those who are slow but who can and will pay in the end.
2. Those who are prevented by misfortune from paying promptly.
3. Those who will not pay until they are forced to.

Collection letters are written to persuade someone in one of these classes to pay. To determine in which of the three classes the customer belongs is always important but often difficult.

141. Purpose.—The difficulty is increased by a necessity which a collection letter must meet. It must not only get the money but keep the customer. To collect the debt but lose all chance of future profit from that customer would be very poor business. To fail to collect the money would bring the house itself into bankruptcy. The writer of a collection letter, therefore, needs to be very diplomatic, to know men and women well, and to have command of the methods of persuasion.

The plan of a collection letter requires careful consideration of the effect on the reader. It will accordingly vary with the kind of person addressed. How does each letter in this chapter begin? Is it courteous throughout? Does it anywhere mention unpleasant matters? How does each letter end: with a requirement upon the debtor, with a description of other goods for sale, or with some pleasant reference to the future? The problem always is: "Which shall I make more prominent—getting the money or keeping the friendship of the customer?" The beginning and the end are the most important places. The request for money can be made less emphatic by putting it at the beginning or end of some central paragraph. The least emphatic position would be in the middle of a paragraph. How many of these plans are followed in the letters in this chapter?

142. Keeping the Customer.—To keep the customer's friendship the language of the letter must be weighed with great care. No phrase should be used which may give offense. A man owing a sum of money is likely to have a very tender pride. To call the sum a "debt" or to refer to him as a "debtor" is sure to wound. Even to say you do not doubt his honesty is likely to wound. To tell him his credit is not good would be an insult. It is much better to employ the most courteous circumlocutions. If the delinquent is treated like a perfectly honest man, he is likely to be ashamed not to act the part. Instead of saying, "Why don't you pay our past-due bill of $22.15?" say: "Doubtless you have overlooked our invoice of July 5, which amounts to $22.15. On our net 60 days' basis this became due September 3. If you find our invoice correct, an early payment will be appreciated." Even if he neglects to heed this gentle reminder, you need not tell

him that he is slow pay or a bad debt. The following letter is more effective because it gives him every chance to explain.

> On September 10 we wrote you concerning your overdue account of July 5 amounting to $22.15.
>
> Possibly you have some reason for withholding payment, in which case we would be very glad to have you write us about it. Otherwise we shall expect immediate payment of the invoice.

A very definite demand can be made without using harsh language. To be clear one need not be severe. The simple statement of facts, without any undignified loss of temper, has unmistakably more force than abusive language. Study the following letter sent out 10 days after the one just above:

> Up to this writing no answer has been received to our letters of September 10 and 20 requesting payment of our overdue invoice of July 5 for $22.15.
>
> The material involved in this transaction was shipped to you in good faith and payment for it was arranged on definite terms, which, in fairness to our many other good customers, should be without exception lived up to.
>
> We do not feel that we can allow you a further extension of time on this account and request that you send us your check for $22.15 to be received here not later than Monday, October 7.

If in extreme cases a sharp expression must be used, a single one in the course of a letter will have more weight than a dozen. **The collection letter can make a perfectly definite demand without forgetting to be courteous.**

To avoid offense is not the only way to keep the customer. You can suggest your friendship for him positively. You can thank him for past favors or speak of present bargains that you have to offer. That will make him feel that you are thinking of his interests instead of merely your own. You may ask him for co-operation or for a return of fair treat-

ment. Could anyone refuse so friendly an appeal as the following?

> Will you please give us an opportunity to balance your November account by remitting $3.50? Where thousands of accounts are involved it is quite essential to dispose of the small items as quickly as possible in order to avoid a great deal of unnecessary clerical detail.
>
> We feel sure that you will gladly assist us in this instance, and thank you for the courtesy.

143. Getting the Money.—The first aim of a collection letter, after all, is to get the money. The letter must, therefore, be short, so that its meaning will be unmistakable. It must be frank, so that the reader will know that you mean what you say. You cannot afford to make any statement that you do not intend to carry out. Do not say that you need the money, lest you excite suspicion in his mind. Rather treat the matter as a just obligation, which the customer is going to meet. He will try to live up to your expectation. It is still worse to suggest that part of the debt will be accepted. He may wait still longer in hope of a further reduction. In short, **to collect money every letter must hint or state some definite requirement.**

144. Follow Up: Notification.—A single letter may not be sufficient. In fact, the letter is not the first means resorted to. When you buy a bill of groceries, an itemized list, or sales slip, is sent with the purchase. On the first of the month a monthly statement is made out, showing the total indebtedness for the 30 days just closing. If it is still unpaid at the end of another month, it will be sent out again with a rubber-stamp notice, "Please remit," or "Past due, please remit." Sometimes gummed slips printed in red or adorned with appealing pictures are attached. The wholesale house will

send the notice out, not on the first of the month, but at the end of 30 or 60 days from the date of purchase. This may be called the stage of *notification.*

145. Follow Up: Types of Letters.—At this point the letters may begin. If the customer still fails to respond, they may run through three more stages. The first type is a *reminder*, like the one on pages 243, 244. It may be printed, with blanks left for inserting sums and dates. It assumes that there has been some oversight. The second type may ask for *explanation*, like the one on page 244, or may itself explain the fairness of the demand for payment or the necessity of collections to keep down prices. The third type is a *demand*, with some veiled or open threat of discontinuing his credit or sending a draft or handing the account to a collection agency or attorney. Any one of these stages may consist of several letters, but each of them gives the impression of being final, and each is more urgent than the preceding. The number of them to be used would differ with the customer, but every letter should be both definite and courteous.

146. Retail Methods.—The retail merchant does not make so frequent use of letters. He is usually more generous in extending credit. He sees his customers much more frequently and can make personal appeals. He often sends out a clerk or a bookkeeper with a sheaf of bills at the first of the month. The personal representative is likely to be more persuasive than a letter can be. The merchant may speak of the matter at some time when the customer is in the store, or he may use the telephone in a tactful manner to suggest the need of co-operation on the bill. Sometimes the customer who has run up a bill discontinues purchasing. A letter may

then be sent inquiring whether he has not been treated well, or announcing bargains, or in some other way inducing him to return to the store. Then the matter of past delinquencies can be taken up in person. The merchant who thus keeps in close cordial relations with his customers can both maintain his collections and retain his patrons.

The use of models in collecting money, in all but formal notification, is particularly dangerous. Success depends upon sincerity and variety. The letters should be written to meet the individual case in hand. They should contain whatever ingenious and original devices suit the situation. The following series, however, illustrates a successful effort to collect from a retail customer who was particularly dilatory.

Which of the letters are reminders? Which letters belong to the stage of explanation? Which contain a demand? How does each letter attempt to get the money? How emphatic is the attempt? How is the request made more urgent from letter to letter? How is it varied from letter to letter? How is the friendship of the customer kept from letter to letter? How emphatic is it in each letter? Is harsh language anywhere employed? Why was the effort to collect successful at last?

July 15, 1920

Mr. Parker J. Butler
12 Tyrone Avenue
Centralia, Oklahoma

Dear Sir:

It is an easy thing to overlook an account when there are so many other things to claim attention.

Evidently our June 1 statement, on which we listed instalments now past due, has not had your attention.

We look forward to receiving your check for $35 by return mail —sent with genuine pleasure.

Very truly yours,

July 30, 1920

Dear Sir:

Since we have received no reply to our letter of July 15 requesting payment of your April and May instalments on the piano you purchased last winter, we assume there must be some good reason why you have not sent us your check.

But you haven't told us, so until we hear otherwise from you, we shall expect your check for $35 by return mail to cover your back payments.

Yours very truly,

August 13, 1920

Dear Sir:

Do you realize we have written you on two former occasions regarding your back payments on the piano you purchased of us?

Your seeming indifference to our requests for payment is a surprise to us. We sold you the piano in good faith. You have it in your home and are enjoying its use.

It seems only fair that you should keep up your payments without all these letters from us.

We feel we have met your convenience as far as you should reasonably expect and must now ask that you forward your check at once.

Yours truly,

August 23, 1920

Dear Sir:

Honest, now, haven't we been very patient in waiting for you to make your back payments on the piano?

This is our fourth letter. You must know that we cannot carry this account indefinitely. Surely you do not want us to take any steps which might lead to unpleasant relations.

Your check for $35 by return mail will convince us that the delay has not been intentional. You will find enclosed a self-addressed and stamped envelope. Just slip the check into it and mail today.

Yours very truly,

August 30, 1920

Dear Sir:

It seems that all our previous attempts to persuade you to send in your payments have been unavailing.

You have given us no reason why the account should not be paid to date. Neither have you so much as acknowledged any of our former letters.

Unless your check for $35 is in our hands by September 15, we shall be compelled to adopt stern measures for the settlement of this account.

It is for you to say whether or not we shall take this step. Your check by return mail will square everything to date, and we can begin the new month with a clean slate.

What do you say?

Very truly yours,

Exercise 133—Oral

1. Mr. G. W. Davis has deferred paying for his bill of groceries for two months. He has not taken any notice of statements. Call him up over the telephone. (See § § 4, 146.) Let two students carry on the conversation in which the grocer asks him to help out by making payment or part payment. (If the teacher prefers, this may of course be written.)

2. Mr. U. R. Sawyer, who has owed for a bill of dry goods for three months, making no reply to your statements, now comes into the store to make new purchases. Invite him into the office, and ask him for payment or part payment. Let two pupils hold the conversation before the class. The class will decide (1) whether the merchant is firm but genial and persuasive and (2) whether the customer is willing or unreasonable.

3. You are collecting for the grocer who employs you. Last month Mr. A. F. Slosson declined to pay on the ground that he had unforeseen expenditures. He has not entered the store since or purchased any goods. Express to him in a telephone conversation

(see page 243) your appreciation of his trade and tell of some bargain you now have to offer. Let the class determine whether you are persuasive enough.

4. Suppose that Mr. Slosson is very slow pay but financially quite able. How would the conversation proceed? Let the class determine: (1) Is Mr. Slosson ingenious in his excuses? (2) Is the collector good-humored but persuasive?

5. Suppose that Mr. Slosson has been dealing with you for only three months and that last month he traded with Benson and Company. You find that he owns a Ford and seems to have enough money for pleasures. How would you treat his case?

6. You find that Mr. Slosson has been a customer for 10 years, that his orders have averaged some $60 a month, but that he has always been irregular in payment. He is now in arrears $292. How would you treat his case?

7. Dictate to the class such of the letters indicated above as the teacher may direct. (See pages 10, 11.)

Exercise 134—Oral Reports

1. How many examples of credit and collection letters have you gathered for a separate folder? Bring the best ones to school, and explain to the class which features of this chapter are illustrated by them.

2. Let a committee of the class visit as many different kinds of business houses as they can—drug stores, groceries, hardware stores, dry-goods houses, and so on—to learn what terms of credit are granted in different kinds of business. Let the chairman report for the committee, or let each member report about some one type of business. (See Exercise 118.)

3. Let a member of the class whose father or relatives are in business report on the means of collection which jobbers and manufacturers employ, so far as the father or relatives have heard.

4. Let a committee talk with different merchants about collecting from retail customers. Certain difficult cases (with only fictitious names mentioned) should be reported to illustrate. Does the merchant use the telephone, the private conference, or the letter?

5. Let the committee report on the number of cases where collection was impossible. What are the reasons? How do merchants protect themselves against such losses?

6. How many different kinds of *systems* of collections has the committee discovered? What is the advantage of each one?

Exercise 135

1. You have begun work as bookkeeper and correspondent with Dierck and Spreckels, dealers in fine and staple groceries. You find that Stanley Weyman has now failed to remit after the second statement. Write a first letter. (1) How do you remind him of the state of his account? (2) Do you offer an explanation of the cause of delay? (3) How do you insist on payment? (4) Is the language uniformly courteous?

2. Mr. Weyman does not answer. On the first of the following month write a second letter. How do you make the request firmer in tone?

3. You find that a third statement has been sent to Mr. J. B. Hodgdon, who Mr. Spreckels informs you is "slow pay but good in the end." Write a letter which will induce him to pay yet will give no offense. (1) What kind of argument do you think will be most effective? (2) Do you make collection or friendship the more emphatic? How?

4. He does not remit. Write a second letter. (1) What explanations can you make that will induce him to pay? (2) What variety can you give to the demand for payment?

5. You find that Mr. M. F. Brooke has not paid in six months and has now run up a bill of $385.70. Mr. Spreckels reports that last year he had to wait eight months for payment. How direct are you going to make the first demand? Will it be a reminder, or an explanation?

6. Mr. Brooke does not reply by the first of the month. How can you make your request more pointed? Can you appeal to his reputation or his sense of fairness?

7. You have waited two weeks in vain for a reply from Mr. Brooke. How can you insist on his remitting? Will it be well to review your patience with him? Will a veiled threat serve your purpose? What is the best plan for the parts of your letter?

8. As you have not heard from Mr. Brooke, and as it is now after the first of the next month, and as he has not entered the store for two months, you decide that you have probably lost him as a customer. Write him that you are going to hand the account over to a lawyer if you do not receive payment by the fifteenth. How can you leave a possibility of his returning as a customer?

9. You have entered the employ of Meyer Bloom and Company who sell all kinds of talking machines on the instalment plan. You find that collections have been lax. Write a letter that might be sent out to those who are behind a month in monthly payments. Refer to the pleasure the machine has given. Speak of the advantages of making payments regularly.

10. Write a reminder that might be sent out two weeks later. How can you insist on payment without running the risk of having the machine returned?

11. You belong to a boys' or girls' club, to which the dues are 50 cents a month. You find on becoming treasurer that some of the members are as much as six months behind. To secure payment from every one of them write an appeal to their loyalty and their interest in a coming outing. How will this appeal differ from the business appeals you have written above?

12. You are with the Amberson Company, wholesale shoe merchants. Your terms are cash in 30 days. On September 10 you sold to Eben Hillyer, Sampatch, Ariz., a bill of $290. It is now November 1, but he has not replied to any of your notifications. Write a reminder that will call his attention favorably to the matter. In language and spirit how would this differ from a letter to a private customer?

13. Up to December 1 Mr. Hillyer has not replied. Write a more urgent letter. What appeal to fair play or pride or self-interest can you make? What will be the best plan for the parts of this letter?

14. On January 2 write a demand for the money. What arguments can you use for inducing him to pay? Have you said anything to give offense?

15. On January 15 threaten him with a draft. How can you make this a strong appeal for payment without making it impossible for him to continue as a customer?

CHAPTER XXIII

SALES LETTERS—MAKING THE CONTACT

147. What Is a Sales Letter?—Sales letters, in which an effort is made to persuade someone to buy something, are the hardest kind of letter to write. They are usually written by the most experienced men in the business house. Even such men spend hours in composing a single letter. But everyone in business should know about sales letters, for they represent the prevailing purposes and the essential elements of all business dealings.

The sales appeal finds its way into many different kinds of letters. The acknowledgment of an order frequently contains a paragraph or two intended to secure orders for other goods. Many adjustment letters refer to goods on sale which the person presenting a claim may wish to buy. An application is essentially an effort to sell one's services. Credit and collection letters in the majority of cases contain some sales appeal. Even letters conveying information are intended, more often than not, to secure orders. In short, the writer who understands sales letters will write any kind of business letter better for that reason.

148. Its Purpose and Characteristics.—This is because the sales letter represents the prevailing purpose and essential elements of business dealings better than any other form does. Its whole purpose is action. It tries to make the reader want to buy. Consequently it must take the reader's point of view from beginning to end. It must assume the "you"

attitude throughout. A man is naturally suspicious of anyone who tries to sell him something. He becomes eager only when he acts for his own pleasure or interest. Note the effect of these two ways of putting the same facts:

We are now placing on the market a new loose-leaf note-book that contains many improvements over existing models. We have several different sizes, each of which we make in various styles of binding. In fact, we now make the best in the world.

Here at the opening of another school year you are asking yourself, "What note-book shall I use?" Of course the answer is, a Meyer's loose-leaf note-book. You may need one to fit your pocket or one large enough to hold all your themes. You may like one in flexible morocco binding or one in stiff boards. Again, it is Meyer's that exactly suits your needs and tastes.

The second letter takes the view, not of the manufacturer who wishes to dispose of stocks, but of the buyer who feels a particular need. It consequently pictures those needs as they would occur to the purchaser. Its purpose is to create a desire for the article, without suggesting a thought of the manufacturer's interests.

The second letter is also more personal in tone. It seems to take an interest in the reader. It considers his particular situation and seeks his satisfaction. Since every person is primarily interested in his own affairs, he is much less likely to throw the letter into the fire or the waste-basket. It means something *to him*, and he reads on.

The kind of action which the sales letter seeks to accomplish is particularly difficult. The sales letter tries to part a man from his money. It must not only induce the reader to give up his money but must make him feel highly satisfied in

giving it up. Furthermore, after he gets the article which he has been induced to buy he must feel so well satisfied that he will buy other articles or recommend them to his friends.

149. Its Parts.—The only way to make a sales letter accomplish its purpose is to plan it carefully. You must decide exactly what your object is, and then consider how you may best reach the goal. Before you begin, decide what is to go into every paragraph. Decide the order and length of the paragraphs. Know where you are going to end, and make every step a sure approach to that end.

In general there should be four steps. You must first make some *contact* with the reader, to make sure that you catch his attention and enlist his interest. No letter is worth anything unless it is read. Second, you must *convince* him of the merits of the offer. Third, you must *persuade* him too that *he* needs it now. Fourth, you must *clinch* the sale with some definite action.

The following letter illustrates these steps:

SINCLAIR DOWDEN
Hardware Vehicles Implements
Paints and Oils
OLNEY FALLS, COLORADO

May 10, 1920

Mr. A. L. Vinson
R. F. D. 5, Olney Falls
Colorado

Dear Sir:

When passing your house last week, I made a mental note to write you about a new coat of paint for it. To-

Contact

day, *more than ever before*, it is real economy to keep your buildings in good condition, and not allow them to lessen in value through lack of paint.

If you will let me give you an estimate on the cost of Wear-Well Gloss Paint for the work, you will be sur-

Conviction prised to know that the expense is comparatively small, when you take into consideration the great amount of good it will do.

Wear-Well Gloss Paint will do the most good because it is made of the best materials in the best way. It is composed of pure white lead, pure white zinc, and pure linseed oil, scientifically mixed by powerful machinery. Hand-mixed paint is a thing of the past, just like the spinning wheel or the cradle and the scythe. Wear-Well Gloss Paint will do the most good because it is the development of years of experience in the manufacture of paint and varnishes, and represents the most durable and satisfactory paint it is possible to make.

See how your house will look when painted with one of the colors shown by the chips of Wear-Well Gloss

Persuasion Paint and the transparency enclosed. The chips show the actual paint, and the paint you select will look just like it on your house.

If none of these four colors is just what you want, we have twenty others here at the store. Ask to see them

Clincher the next time you are in. If you prefer, your signature on the enclosed postal will bring you a complete color card. Mail it today.

Very truly yours,
Sinclair Dowden

The contact is close because any man is interested in his own house. Any reference to it will catch his attention. The reference to the new coat of paint centers his attention at once on the subject of the letter. The reason for that reference is given at once—not the appearance, which might give offense, but the economy. The contact is complete.

The next stage is to *convince* the reader that he should buy Wear-Well paint. After the assurance that it is not costly,

the superiority of the paint is made clear by an explanation of its manufacture. A clear explanation is often the most convincing argument.

The third stage is to *persuade* the reader that *he* needs this superior article. He may in his mind see the value of the paint without feeling very deeply that he should use it. His emotions, his desires, must be aroused. He is therefore asked to picture his own house repainted. The clear and beautiful color on the chip makes him feel that he would be proud of his house if it looked that way.

The fourth stage is needed to *clinch* this feeling. Otherwise the feeling might evaporate and be forgotten. Some kind of resolution must be taken. If he once acts on the feeling, he will be much less likely to forget. Having started, he will be more likely to proceed to the end. If he mails the card today, he will probably remain dissatisfied until the paint is on his house.

A sales letter must catch the reader's attention and arouse his interest, must convince him of the merits of the article, must persuade him that he needs it, and must clinch his resolution to buy it.

150. Contact—Study the Customer.—Before you can make the right contact, you will be obliged to *study the customer* you are addressing. If you have in mind only a single person whom you know, the task may be easy. But nearly all sales letters are prepared for whole groups of people. A local merchant may address his customers in his own town. His long experience may show him what kind of goods they prefer. It would be more difficult for him to reach that class of people all over his state. He would have to keep clearly in mind the most prominent traits of people living in small

towns. But, difficult as it is, the writer must picture his reader before him. Unless he can imagine himself in conversation with the reader, the letter is not going to make the right kind of contact.

If you picture your customer across the table from you, there should be little difficulty in using the pronoun *you* instead of *I* or *we*. If you are writing to the county superintendent of schools, you will not say:

> I should like to call your attention to our superior school busses.

You will not thrust yourself forward in that way. You will, as was pointed out before, look at school busses from the point of view of the superintendent. What would be his first consideration in purchasing a bus? Would it be price? Important, but probably not the most important, because he is responsible for all the children who are carried to school. He has to answer to all the parents. They will blame him if the children are too badly crowded or if the bus tips over or breaks down. If a child should be killed, he would not be forgiven. Yes, safety is the matter he will consider first. Put that into the first sentence, and you will have the right contact.

> You are taking chances with the lives of your school children when you transport them in vehicles that are not built for that purpose.

151. Contact—Concreteness.—The contact will be the closer if your first sentence is *specific and concrete*. General statements seldom attract attention. They arouse interest only in philosophic minds. Concrete details that will call up a picture are pretty sure to interest. It is possible to take a customer's point of view and still not be successful in interesting him.

Suppose you are selling an adding machine to a business man. Business men are interested in short cuts, in economy. They like to have things done with the least effort and expense. You might put that into your first sentence:

> You will find an adding machine a more economical means of adding figures.

That takes the user's point of view, but it is not striking enough to arrest his attention. It can be made into a concrete situation:

> If a man should walk into your office, look you straight in the eye, and say, "I know a more economical way to handle your office work, some short cuts that will save you money," wouldn't you give him a chance to make good?

He can picture that, and will remember it. It is therefore a better contact.

152. Contact—Curiosity.—Several devices can be resorted to that will stimulate curiosity and thus make a better contact. The *short paragraph* is essential. A long paragraph gives an impression of difficulty. It will cause the reader to put aside that letter when your effort should be to induce him to read it at once. A *question* is frequently effective, because we are all interested by a question and naturally start to answer it at once. This device has been used so frequently that you must avoid the outworn forms, such as: "Have you ever stopped to consider?" "Have you ever realized?" "Has your attention ever been called to the fact?" "Are you interested in books?" But the advantage of the question form must be obvious from the opening sentence quoted in the paragraph above. A *head-line* that expresses the central idea of the letter or a phrase of compelling interest to the reader

will induce him to read, just as the head-line in a newspaper does. The wording should be made as attractive as possible. If you are selling an adding machine, you may seize upon the business man's interest in efficiency thus:

WHAT'S THE DIFFERENCE IN TRAINED AND UNTRAINED OFFICE HELP, EXPRESSED IN FIGURES?

A *news item*, either in the particular business of the man you are addressing or from the daily newspapers, frequently catches the curiosity of the reader. The difficulty with this device lies in making the application to the purpose of the letter. The "blind" heading that merely arouses curiosity is likely to involve a loss of valuable space. But the following makes so quick a connection that it succeeds. Sent out less than a month after the armistice with Germany was signed, it seized what was uppermost in everyone's mind:

THE BRAKES ARE OFF; NOW FOR FULL SPEED AHEAD!

Uncle Sam has taken his hand off the emergency, but it takes more than permission to build furniture. It takes raw materials, coal, lumber, steel—and Leatheroid.

Be careful, however, not to overdo your effort to attract attention; keep away from the sensational! A letter is a conversation reduced to paper. In conversation shouting is out of place. To begin with "Wanted for Murder" is not only irrelevant to the purpose of the letter but is likely to offend most readers. It repels instead of inducing one to read to the end.

To sum up, remember that **if you catch the reader in your first sentence, he is likely to read your whole letter.** You can make contact with the reader by beginning with some idea

of genuine interest to him expressed in the most specific and concrete words you can find and put in such form as will stimulate his curiosity.

Exercise 136

Concerning each of the contacts quoted below answer the following questions:

(a) Does it take the point of view of the customer?
(b) What class does he represent?
(c) Is the idea put in a positive fashion?
(d) Is it a pleasant idea?
(e) Does it represent a deep interest of the customer?
(f) Is the tone personal or sensational?
(g) Is the idea put in specific or concrete terms?
(h) What devices does it employ?
(i) Are they relevant and successful?

1. The Bridge and Souter Company, Canastota, N. Y., have just taken on a Studebaker line of vehicles. We were mighty glad to make this connection because we feel that they are the logical people to handle our goods in your locality.

2. "Get back into your pre-war program!"
"Begin your delayed Public Work now!"

Such statements are familiar to you. They express your government's wish that you do all in your power to help stabilize employment and industry. And so you're beginning to lay your plans and to consider the purchase of material and equipment necessary to carry out your program.

3. How would you like to make this kind of report to your board of directors: "2010 new accounts in five months, with initial deposits amounting to $350,000, all new business"?

4. We beg to announce that we have now put on the market a new lawn-mower that will put all others out of commission.

5. System in your business saves money and labor. That is why we want to talk to you for a few minutes regarding tags for the garage.

6. THE CITY OF COLUMBUS SAYS:

"After several years' experience with motor fire-engines, we feel justified, from all points of view, in asserting they are the most practical and economical fire-engine used here so far."

7. I was mighty glad to find that little note on my desk this morning. It plainly tells me that you are taking a real interest in the Palmolive line.

8. Do you know that ours is the largest business college in the city? Have you ever stopped to consider what that means to our graduates?

9. You will undoubtedly be interested in a letter which we have just received. It is from a large manufacturing concern, which, in order to care for increased business, added another building to its plant.

10. A good computing machine operator will extend and foot your pay-roll in half the time it would take your highest paid foreman or clerks to do it.

11. Take this letter to Aldrich and Simmons, Pequot City, and receive absolutely free a trial box of BLACK BEAUTY AXLE GREASE. This trial box of BLACK BEAUTY is sufficient to grease your largest wagon.

12. Let us send you a free book full of short-cut systems for handling your office work with a computing machine specially designed for the laundry business.

Exercise 137

1. Write the contact paragraph to one or more sales letters choosing your subjects from among those given on page 263. Then continue the same subject or subjects through the other exercises on the

sales letter in this chapter and the next. That is, if you start three letters in this exercise, you should continue the same subjects until you have three complete letters.

2. A good way to test these beginnings is to read them aloud to the class, which will discuss them to determine by vote which are the best. The discussion should follow the questions in the last exercise.

(a) Write the contact for selling a loose-leaf note-book to the students of your school.
(b) Sell the same loose-leaf note-book to the stationer on the corner. What is the difference in contact?
(c) Sell a self-filling fountain pen to the students.
(d) Sell the same pen to a business man or a teacher. What is the difference in the contact?
(e) Sell a watch to a student.
(f) Sell the same watch to a laborer. Is there a difference in the contact?
(g) Sell the same watch to a jeweler, who deals in watches. Is there a difference here?
(h) Sell a pair of shoes to a man.
(i) Sell a pair of shoes to a woman. Is there a difference in the contact?
(j) Sell the shoes to a woman of wealth and high social position. Is there a difference in the contact?
(k) Sell a vacuum cleaner or a carpet-sweeper.
(l) Sell a fireless cooker or a washing machine.
(m) Sell a hat to a boy of fifteen.
(n) Sell a hat to a man of forty. Is the contact the same?
(o) Sell a hat to a young woman of twenty. Is the contact the same?
(p) Sell fire insurance or life insurance.
(q) Sell a motor cycle or an automobile.
(r) Sell a book or a set of books.
(s) Sell a magazine or newspaper.
(t) Sell a camera.

CHAPTER XXIV

SALES LETTERS—SECURING ACTION

153. Conviction.—To get your customer to believe in the article you have to sell is first of all a matter of making him understand it thoroughly. Once you have caught his attention, you should begin at once with the purpose of the letter. Put yourself in his place. If he does not know about the article, give such a description as will make it clear. Use the language he can understand at a glance. If possible, show the article in actual use. Be so specific, so concrete, so vivid, that he can picture the object as he would enjoy it.

An illustration may be taken from the letter to the county superintendent of schools quoted in § 150 on contact (page 258). The next paragraphs read as follows:

SAFETY should be the first consideration. The driver should have a clear view on both sides and in front, and should not be bothered by children on either side of him. He should have confidence in the stability and quality of the vehicle he drives—confidence that it will stand up in any emergency.

COMFORT for the children is the second consideration. They should be protected from the sun, wind, and rain, and should be seated without overcrowding.

OUR School Busses fulfil the requirements of both SAFETY and COMFORT.

The vestibule front with its individual driver's seat—the storm- and wind-proof curtains or drop sash that can be opened or closed quickly—the wide aisle—the roomy spring cushions—the ample seating capacity—these are essential in proper school bus construction.

In this case, pictures on the other side of the sheet made the description all the clearer. That letter was not written on the spur of the moment. It was the product of careful study of the ways in which a school bus differs from other vehicles. Not all of the differences are mentioned in the letter; only those that would impress the school superintendent. These are stated in definite terms; for instance "the driver has a view on either side of him."

In this respect the letter is typical of all good sales letters. It is the result of close study of the goods. No writer should try to sell an article until he has studied it from many points of view—the raw materials, the processes of manufacture, the various uses to which it may be put. Only such study will enable him to sift out those matters which will apply most convincingly to the class of consumers he has in mind. If experienced writers find this necessary, others should heed even more carefully the admonition, "*Study the goods.*"

154. Conviction—Concrete Proof.—Where the customer knows the goods pretty well, description may be of the briefest or omitted altogether. Conviction will then consist of the evidence, that is, the reason or reasons which will make the customer see the usefulness of the article or feel that he needs the goods. A single page is so short that few letters find room for more than one argument. That is not, usually, a disadvantage. One argument well presented is worth more than a score barely mentioned. The single argument supported by full evidence is clearer, reveals its bearing on the customer's needs, and remains with him long after the scores which have been merely mentioned have been forgotten.

Every man with a business large enough to need an adding

machine probably knows what one is. He knows it is accurate, but he may not realize how rapid it is in addition to its accuracy. It is worth while taking a whole letter to impress him with the one quality of speed. But that cannot be done by bare statements. There must be evidence or proof. The letter below follows the head-line quoted in § 152, near the top of page 260.

Read the following record of comparative tests on mental figure work applied to 176 grammar and high school girls on the day they entered our computing machine schools and again on machine work at completion of training course. Here are the figures:

MENTAL TEST:	COMPUTING MACHINE GRADUATES TEST:
Addition Average Number Columns added correctly Per Hour	Addition Average Number Columns added correctly Per Hour
0.71 of one column - as against - -	63.00 columns
Multiplication Number of Extensions made correctly Per Hour	Multiplication Number of Extensions made correctly Per Hour
36 Extensions - - - as against - -	350 Extensions

Bear in mind the mental test represents the work of inexperienced girls. They actually added an average of 7 columns an hour, of which only .71 of one column was correct. They would do better with training. But -- well, try it out in your own office and see how much.

It means that your figure work can be handled faster, cheaper and more accurately by trained computing machine operators than even by experienced clerks.

Where the price of the goods is small the evidence does not need to be so extended. The reasons are usually very easy to understand. There exists, however, the same necessity for definite, specific statements about usefulness or superiority. Note in the following paragraph how convincing the statements are in spite of their brevity.

If you find a customer undecided as to what salt he wants, just ask him if he wants pure salt and then serve him with Diamond Sparkle. We remove over two million pounds of gypsum annually from our product. In addition to its being pure, each grain of Diamond Sparkle Salt is a tiny flake, and just as a flake of snow dissolves more readily than a lump of hail, so a flake of Diamond Sparkle Salt will dissolve more readily and flavor food more uniformly than a cube of ordinary salt.

155. Conviction—Kinds of Proof.—A kind of proof that used to be very common with patent medicines is still employed in brief form. The person whose testimony is quoted should have an unquestioned standing. His position or reputation should be such as to win instant recognition. The letter below follows the question quoted in Exercise 136 (3) on contact (page 261).

It would make you feel mighty fine to be able to present such a good showing, wouldn't it?

Well, that's the report that Mr. N. Baxter Jackson, Assistant Cashier of the Cumberland Valley National Bank, Nashville, Tenn., made on the first of the year to the Directors of his bank.

He says, in his letter to Mr. Kneller, "The Duplicating Machine has proven of invaluable assistance for furthering our publicity work, and I am a great believer in it for bank advertising. We have many new accounts open which we can trace directly to letters that we have sent out—that is, duplicate letters with appropriate folders and circulars."

Isn't there a mighty big thought in this for you?

To make the proof stronger still, the complete letter of Mr. Jackson was attached.

Possibly the best proofs are samples of the goods or suggestions as to tests of quality which the customer can perform. For example, the letter from which the quotation was just taken had printed at the top, *Printed on the Duplicating*

Machine. The sending of goods on trial, as in several of the "clinchers" on page 272, is proof of the same kind.

For the goods you are trying to sell, the best way to find out how to convince the customer will be to ask yourself, "Why should I buy the goods?" If you cannot answer the question unaided, ask people who use the article. Ask enough persons to find out what reasons are best. When you have written as convincingly as you can, read the paragraphs over and ask, "Would this *prove* to me that *I* ought to buy the goods?" When you have finally satisfied yourself, try the letter out on the public.

To convince, picture the object in use, select the evidence that will appeal most directly to your customer, present it in the most specific, concrete way that you can, and be sure always to look at the matter from his point of view.

Exercise 138

1. Continue each of the letters you began in Exercise 137. After writing, exchange with a classmate, who will write a sentence or two on each of these points:

(a) Is the article new to the purchaser?
(b) Does the writer take the point of view of the reader?
(c) Does the description picture the object as the purchaser would use it?
(d) Is the evidence (1) facts and figures, (2) testimonials, or (3) tests and samples?
(e) Would the evidence be perfectly clear and convincing to the supposed reader?
(f) Does the whole argument show a complete knowledge of the article as well as ability to take the point of view of the reader?

2. In the light of this criticism, rewrite this section of your letter to overcome the weaknesses that are discovered.

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156. Persuasion—Appeals.—The purpose of every sales letter is to produce action, to induce the reader to buy. Persuasion is such arguing as will bring the customer to act. What arguments will induce him to buy can be known surely only from trial and experience. In general, however, he will act more quickly if he is in a pleasant frame of mind. If he is made to feel that he will find especial comfort in the chair, or much pleasure in the use of the fountain pen, or a deep pride in the ownership of an automobile, he is likely to buy. Gain is another powerful instinct. If he is made to feel that he can save money by purchasing now, or that the purchase will increase his profits, he is likely to buy. **Pleasure and profit are always strong appeals.**

157. Persuasion—Inducements.—Upon these motives are based the inducements that lead to action. Premiums and trading stamps are offered in several businesses. A publisher of an encyclopedia, for example, may offer some other book free as an inducement to purchase. A statement that the supply is nearly exhausted, or that the articles are being closed out, or that the purchaser will be allowed a free trial, or that satisfaction is guaranteed or money refunded—any statement of the sort may be used to induce the reader to act at once. All inducements should be offered for a limited time only, since the purpose is to secure immediate action.

The letter last quoted (§ 155, page 267) proceeds as follows:

The portfolio we sent you—"Your Bank and the Duplicating Machine"—tells our story. Such practical instances as the above only add more proof to that already piled up.

I don't maintain that you can revolutionize your advertising printing methods with Duplicating Machine equipment—I don't want you to revolutionize them. But surely there must be big possibilities for you in a thing that has accomplished so much for hundreds of other banks.

The persuasion here applies to the reader the argument already adduced. It tries to make him feel that he is losing an opportunity by delaying. You will observe that it is not more insistent than befits the dignified standing of the banker. The restraint adds to the air of sincerity and does not with a banker detract from the enthusiasm.

Exercise 139

1. Continue the letters commenced in Exercises 137 and 138. Exchange with a classmate, who will write a sentence or two on each of the following points:

(a) What appeal is made for action, the customer's pleasure, or his gain?
(b) Are inducements added to overcome lingering objections?
(c) Is the section both enthusiastic and sincere?
(d) Would this section produce immediate action?

2. In the light of this criticism rewrite this section so as to make it as persuasive as you can.

(a) Have you made the persuasion follow naturally from the conviction?
(b) Does the letter become more interesting in the new section?

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158. Clincher—Its Tone.—In stimulating the reader to action, there is one kind of obstacle which has to be overcome.

He must know exactly what he is to do to secure the goods. The directions must be detailed and specific. There must be no room for confusion of any kind. He must find the action easy and pleasant. If he thinks it involves too much trouble, he will put it off until another time—which usually means forever. If he can act at once, even if the action is merely preliminary to purchase, he is more likely to carry the process through to the end. If he writes a few words at the bottom or on the back of the letter, if he fills out a blank or two on a printed postal card, if he uses an enclosed envelope, he has begun a course of action. Having begun, he will find it much easier to proceed.

The final sentence should therefore be decisive. The participial close here is fatal. *Awaiting the favor of a reply, Hoping that we have succeeded in interesting you, Trusting we may receive your order in due course, Thanking you for your patience in reading thus far,* imply lack of confidence. If the writer is not optimistic about the goods and the argument, he can in no wise expect the reader to become interested. Every word, phrase, and turn of expression must suggest satisfaction and immediate action. **The closing sentence must be positive and decisive.**

159. Clincher—Its Form.—For this reason the conclusion is usually in the form of a request or a command. An order is likely to be obeyed. If it is in keeping with the rest of the letter, if the reader has actually been convinced of the merits of the goods and persuaded of his need, he will think the command or request quite natural. He will obey the suggestion without delay.

The concluding sentence of the duplicating machine letter reads as follows:

Consider these things, please, and then return the enclosed card You will not be obligated, and your bank may be materially benefited.

Other ways of suggesting action are illustrated by the following. How is each adapted to the class of customer addressed?

Whether you adopt any of the ideas, whether you buy a Burroughs or not, you incur no obligation whatever by signing the enclosed post-card.

Suppose you ring for your mailing clerk, now.

It will cost you nothing to test it. Ask a computing machine man to come in—not for a talk fest—but to actually figure some of your pay-roll and show you what the machine will do.

Isn't that a fair and logical proposition?

You can signify your acceptance of it by simply signing and returning the enclosed card.

You incur no obligation, risk or expense whatever by signing the enclosed post-card.

Sign it and drop it in the mail right now.

There is a field here for profitable business and we'd like to show you more samples. May we?

Please obey the impulse now if you want the display, and we will do the rest.

Remember that your conclusion must clinch the sale. Just as you can make no sale if the beginning does not make the right contact with the reader, so you will lose one if you do not clinch it at the end.

Exercise 140

1. Complete the letters already partly written.

(a) Is your clincher clear and easy to follow?
(b) Is it positive and decisive?
(c) Is its tone in keeping with the rest of the letter?

2. Read the whole letter aloud to the class. Then ask how many would buy. If some would not buy, ask them to explain the reasons. If all would buy, ask them what was the most effective part of the letter.

3. Select from *The Outlook*, *The Literary Digest*, *The Saturday Evening Post*, or some similar periodical some advertisement of an article about which you can learn a good deal. Write a complete sales letter. Read it to the class for criticism. Let one row of students make notes on contact, a second on conviction, a third on persuasion, and a fourth on the clincher.

4. Rewrite the letter in the light of this criticism by your classmates.

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160. Follow-Up Sales Letters.—One letter is usually not sufficient to produce a sale. Consequently a series of them is usually planned before the first one is sent out. The effort is to present the claims of the article in such a variety of ways that the reader will be won over. One way is to repeat the argument in new and fresh manner time after time. Another is to present new arguments or talking points in successive letters. Sometimes one letter is chiefly occupied with making contact, and later ones with successive steps. With some articles, the letters are sent out in quick succession. With others, they are mailed at long intervals. The problem always is to present the buying appeal with such novelty as to arouse interest, yet with such insistence on the bed-

rock features that each letter will strengthen the impulse to buy.

The two letters below follow the one on pages 255, 256.

Second Letter

Last week a neighbor came to me, and said—"I am thinking about having my house painted, and I am undecided what to use. I know you have handled paint and ought to know what will give the best service. What would you suggest?"

I had been looking at this house and had made up my mind to sell him Wear-Well Gloss Paint the next time I saw him. When he asked for my advice, I could give him but one answer, "Use Wear-Well." I then figured up the surface he had to cover, and gave him an estimate on the amount of paint required for the work. He was more than surprised when I quoted the price, as he had expected to pay half as much again. To make a long story short, I sold him enough Wear-Well Paint for the job, and he is going to have a responsible painter put it on for him.

There is no question about it, Wear-Well Gloss Paint will give your property the kind of protection from decay and deterioration it deserves. I have tested Wear-Well Gloss Paint myself, and can assure you it will substantiate all claims made for it.

Let me have a chance to estimate on the paint for your property. It will give me pleasure to furnish you this information, and may be the means of saving you from costly repairs at a later date.

Very truly yours,

Third Letter

How much are you paying each year for fire insurance?

If your buildings are valuable, I'll wager it's costing you considerable, for you cannot afford to take chances on having them destroyed, with no recompense. Yet loss from fire *happens only once in a while*. There is, however, another loss that is *bound* to happen—the loss from decay and deterioration when buildings are allowed to go unpainted, *when they need it.*

Paint's first duty is to protect—its second to beautify. Many people think of paint only as a beautifying agent. If that were all it does, then a poor, cheap paint would be just as good as a quality paint. The most important service of paint is to *protect* the surface on which it is used, and for that reason, it is wisdom to buy a *good* paint, one that you can depend upon.

Wear-Well Gloss Paint will give you both service and beauty, and it will add many dollars to the value of your property. I have facts that will prove that a coat of Gloss Paint will bring your paint cost per year down to a minimum, because Wear-Well Paint covers double the surface of cheap paints. Inferior paints cover 100 to 200 square feet, two coats, to the gallon. Ordinary ready-mixed paints and hand-made paints cover 200 to 250 square feet per gallon. Wear-Well Gloss Paint covers from 300 to 400 square feet, two coats, to a gallon.

Inferior paints may cost 50 cents or more a gallon less than Wear-Well Gloss Paint. Ordinary paints may cost 25 cents or more a gallon less than Wear-Well Gloss Paint. Yet by all the laws of mathematics and common sense Wear-Well Gloss Paint is in reality the cheapest.

Not to prefer and buy Wear-Well Gloss Paint in face of these facts would be like a woman blinded by bargain prices buying six yards of 18-inch-wide silk for 79 cents a yard when she could get three yards of 36-inch-wide silk for $1.25 per yard.

I should be pleased to give you an estimate on the cost of Wear-Well Gloss Paint for your house, and show you color suggestions. Right now is a good time to have the work done. May I serve you?

Very truly yours,

Is the argument in the second different from the first? Is the manner of presentation different? Is the impulse to buy strengthened? How?

Why is the third longer than the others? Does it contain new arguments? Does it strengthen the impulse to buy? How?

Exercise 141

1. On one of the subjects on which you have written a complete letter and about which you know a good deal, write a follow-up letter. In planning it, answer the following questions:

(a) What fresh point of contact have you?
(b) Do you present a new argument or talking point?
(c) Is the argument equally convincing?
(d) What fresh means of persuasion do you employ?
(e) Has the clincher enough variety to bring immediate action?
(f) Does the letter as a whole strengthen the impulse to buy?

2. Read the letter to the class. Let the class be divided into six committees, one for each question. One member of each committee should report on the letter. To answer (f) the first letter in the series should also be read to the class.

3. On the basis of these reports, rewrite the letter.

4. Write a second follow-up letter, the third in the series. Treat it as in (2) and (3) above.

5. Study thoroughly your collection of letters for the specimens best illustrating the points taken up in Chapters XXIII and XXIV. Make a written report on the actual practice of business firms with regard to the points discussed in these chapters or at least some of the points.

CHAPTER XXV

SALES TALKS

161. What Is a Sales Talk?—Most articles are sold, not by letter, but by the conversation of clerks behind the counter or salesmen traveling hither and thither. To know how to conduct such a conversation so that the customer will actually purchase is the most valuable ability anyone entering the selling end of business can possess.

A successful sales talk contains the same features as a sales letter. It must make *contact* with the particular customer or prospect. It must *convince* him of the desirability of the article. It must *persuade* him to act. It must *clinch* his resolution to buy.

162. The Contact.—*The contact* must first of all *attract the prospect's attention.* In sales behind a counter, the advertising, a show-window, some display of goods on the counter may have already attracted attention. But the salesman can attract further favorable attention by neat dress, a brisk approach, a pleasing voice, and a cultivated use of language. He should never ask, "What do you want?" but, "What may I show you today?" or, "In what way may I serve you?" Once he has secured the prospect's attention he should, however, avoid asking many questions about size, quality, price, and so on. To keep from annoying customers he should begin by showing the best article that he thinks this particular person will buy.

Whether behind the counter or on the road, a salesman

should make a point of knowing the customers by name. Frequently the best way to attract attention is to say, "Good morning, Mrs. Brown." He should engage the customer's entire attention, and listen closely to all he or she says. His voice should be clear and distinct but not loud. He should appear more eager to please than to sell.

In the second place, the contact must *interest the prospect.* It must contain some reference to his affairs. It may bring out some benefit to him, some saving of money or increase of comfort. His mind must be turned from what he is thinking about and fastened upon the offer the salesman is to make. If possible, the salesman should get the object or some diagram or picture of it into the prospect's hands. He should use his most telling description and his clearest explanation to show the customer the nature of the offer.

163. Conviction.—*To convince* requires a very thorough *knowledge of the goods.* In fact, a salesman should know his goods so well that he can answer any question about them. He must, of course, know the prices. He should know the uses thoroughly. If he is selling shoes, he must know what are appropriate for dancing and what for outdoor use, what are best for working men and what should be recommended for tender feet. Sometimes he can convince a prospect of the desirability of an article by referring to some feature of the history of its production or of its use. He should therefore know thoroughly the process of manufacture. What are the raw materials? Where and how is the article made? What does it cost to manufacture and why? In what ways is it superior to other articles of the same kind? If he cannot answer the last question satisfactorily, he can have little hope

of success. Upon the answer depends the customer's decision as to the usefulness of the article.

It goes without saying that the salesman's knowledge must be genuine. He cannot hide ignorance by "bluffing." The clerk who told a customer that a mercerized cotton coat lining was "genuine Peruvian silk" succeeded once, but he destroyed his further usefulness as a salesman, so far as that customer was concerned. Genuine knowledge of the goods tends to satisfy the customer, and inspires the confidence that brings continued patronage.

The most convincing kind of argument is a *demonstration.* If you are selling shoes, induce the prospect to feel the leather, bend the soles, examine the sewing, try them on, or in some other way actively use some of his senses. If you are selling a piece of cloth, get the shopper to feel the texture, observe the sheen, note the shade of color, or in some other way test its suitability for her purpose. A demonstration or test is the surest way to convince.

164. Persuasion.—*To persuade* frequently means *to overcome objections.* The most skillful salesmen anticipate objections. They describe the use and the qualities of the article so well that most objections are met. They do not suggest the objection. They prevent it by the clearness of the explanation! If objections are raised, they answer at once. To evade would arouse suspicion. It need not be repeated that a salesman should tell the truth. If he does not know, the only safe plan is to admit his ignorance. His purpose is not merely to sell the goods but to satisfy the customer.

The most persuasive manner is one that *suggests purchase* in every sentence of the sale. If the salesman is indifferent

instead of enthusiastic, if he hesitates instead of speaking confidently, he will have harder work to carry the customer to a resolution to buy. He must at every step picture the article as satisfying the customer, as something which the customer will be proud to own or pleased to wear or enjoy eating, or as in some other way affording personal pleasure. He should not say, "Do you want to buy some of this candy?" That might draw forth a "No." He should say, "You will find this candy very delicious," or, "We have three different assortments. Which do you prefer?" Never suggest doubt or a negative. Always be positive in your suggestions.

The most *common objections* raised by customers may be classified thus:

1. "I don't want it." This indicates that the salesman has not convinced the prospect that he needs the article. He should begin from a new angle.

2. "I don't need it." Again the salesman has not been convincing. He has not put enough emphasis on use. No customer should buy anything he does not need. Some further demonstration is necessary.

3. "It costs too much." Here a comparison with cheaper articles should be made to show that it will cost less in the end than a less expensive article. In retail sales the cheaper article will be sold if the customer insists.

4. "I can't afford it." The statement may be true. In that case it would be folly to overpersuade the prospect. To do so would produce only dissatisfaction later. But often the salesman can show that the purchase will save a great deal of time or toil or money. He may even show that the prospect cannot afford to be without it.

5. "I will come in later." This is frequently a polite way of saying that the salesman has not interested the prospect.

If it indicates merely inability of the prospect to make up his mind, the salesman should show that delay will simply defer his pleasure in the article, or that the price will be higher, or that the stock will be depleted. He should suggest some definite, positive satisfaction from immediate purchase.

During the process of persuasion or at any other point in the sale, the salesman should never contradict the customer or flatly oppose him. He should very tactfully supply the facts which will undermine the customer's position and suggest the satisfaction the article is certain to bring. He should never fail to be cordial and deferential to the customer's opinions, but he should at the same time be optimistic about the goods he is selling. Full knowledge and enthusiasm usually win the sale.

165. Clincher.—*To clinch* the sale requires a good deal of skill. To know exactly when the purchaser is fully persuaded about the good points of the article requires very keen insight. Yet to keep on talking after a prospect has decided to buy may weary her and lead her to change her mind completely. The salesman should throw out a feeler, as, "Do you wish to take this with you?" or, "Which style do you prefer?" When the customer has assented, the salesman should at once make out the sales slip, or secure the signature, or in some other way close the transaction. If there is a pause while waiting for change, he may fill it with directions for use or some other suggestion concerning the merits of the article purchased. When the customer leaves, the salesman should in some way suggest that she will be pleased with the purchase. He should thank her for it, not hurriedly, but in a tone that will show that he means it. Even if she doesn't buy, she should be made to feel glad she had come.

166. A Retail Sale.—

SCENE. *The school store, run by the general organization.*
PERSONS. *A student salesman and a freshman customer.*

SALESMAN. Good morning, John!
CUSTOMER. Good morning!
S. What can we do for you this morning?
C. I don't want to buy. I came to borrow a sheet of theme paper. I forgot mine at home.
S. Sure! I'll give you one from my note-book. [*He puts his loose-leaf note-book on the counter, opens it, springs open the rings, and takes out a sheet.*] Here it is! You ought to have one of these, John. See how easy it is to carry all your paper around in it. [*Closing it and putting it in John's hand.*] Whenever you want to write, you just open it like this and begin writing. [*Salesman illustrates by opening and writing.*]
C. Yes, but mine's cheaper. I'll bet yours cost half a dollar.
S. Guess again! It cost 39 cents, including the paper. It will last as many terms as I take care of it. It will outlast a dozen bound note-books. Besides, you can use it for every subject you study. In the front you may have your English notes, as I have [*opening to English notes*], and farther on your history [*turning to the middle of the book*].
C. But mine cost only 10 cents, and I shall not use more than half of it.
S. Yes, that is true, but you forget that the other half will go to waste. If you tear out the written pages, you will ruin the note-book. But look at this loose-leaf note-book. You can remove any pages you don't need [*removing a few*], and [*closing the rings again*] the rest of the book is new again.
C. I never thought of that.
S. Here's a brand new one. Shall I wrap it up?
C. Oh, no! I haven't enough money with me today.
S. That's all right. Make a small deposit, John, bring the rest tomorrow, and you can use the book that first study period this morning.
C. All right. Here's a dime.

S. You will always be ready with your themes and notes now, John. So long!

C. So long [*walking off with the book and a proud smile of possession*]!

Exercise 142

1. In this sale, does the salesman need to catch the customer's attention? Why does he address him first instead of waiting?

2. How does he get the interest of the customer?

3. How does he convince the customer of the value of the article?

4. Is he tactful in urging the merits of his own note-book?

5. Does he ever allow the conversation to become an argument, in which salesman and customer take opposite sides?

6. How does he persuade the customer to action? Does he show any special knowledge of the customer? Does he make the desirability of the article for this particular customer obvious?

7. How does he clinch the sale?

8. Classify the objections that are raised, according to the types on pages 280, 281.

9. How does he suggest satisfaction in the sale? Should he have thanked the purchaser?

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167. Practice.—The conversation above was the work of a student. It illustrates one of the best ways to learn how to sell goods. The same article is assigned to two students for sale. Each studies the strong arguments or talking points for it, and also the most likely objections. The contact he can plan pretty carefully, because few customers raise objections so early. For the rest of the talk he must rely upon his knowledge of the article and of the competition it will meet. At the class hour one of the two will be asked to act as salesman and the other as customer.

The class may be divided into committees to criticize the

talk in its four divisions. Some member of each committee should report on each speech. By asking himself such questions as those on page 283, a committee member can bring out the strength and weakness of each speech.

A student who engages in a sales talk every day for even a single term will have gained enough experience to be able to guide the conversation in almost any sales situation. He will be more likely to succeed from the beginning of his actual experience.

Exercise 143

1. The supposed customer in any of the talks below may be changed to fit in with the experience of the pupil preparing the talk.

(a) Sell a fountain pen to a boy student.
(b) Sell a fountain pen to a girl.
(c) Sell book covers to a student.
(d) Induce a student to subscribe to the school periodical.
(e) Induce a boy to purchase a season ticket for the school ball team.
(f) Induce a girl to purchase the same ticket.
(g) Sell a ticket to a school play or concert.
(h) Sell some kind of laundry soap to a housewife.
(i) A safety razor to a man who has been going to a barber shop.
(j) A set of books to a man who has children.
(k) A vacuum cleaner to a housewife.
(l) A dish-washer to a woman who does her own cooking.
(m) A clothes-washer to a woman who employs a laundress.
(n) An automobile delivery wagon to a grocer who has a horse and wagon.
(o) A typewriter to a man who writes all his letters by hand.
(p) One make of typewriter to a man who owns another make.

2. After the delivery of each talk or conversation, let the class criticize on the basis of the points in § § 162–165.

Exercise 144

1. While you are preparing your sales talk for any of the following situations, consider the difficulties the salesman has to meet.

(a) Sell an adding machine to the owner of a garage.
(b) A mimeograph to the owner of a drug store with ten clerks.
(c) A multigraph to the vice-president of a bank in charge of getting new business.
(d) An electric iron to a woman who has always used a sadiron.
(e) An electric percolator or chafing dish or stove to a woman who has always cooked on a coal or gas stove.
(f) A bread-maker or cake-mixer to a woman who does her own cooking.
(g) A windmill to a farmer.
(h) A harvester to a farmer who has begun to raise grain.
(i) A threshing machine to a farmer who has always waited to rent another man's.
(j) A cream separator to a dairy farmer.
(k) A milking apparatus to a dairy farmer who employs milkers.
(l) A tractor to a farmer who has always used horses.
(m) An automobile to a farmer ten miles from the railroad.
(n) An automobile to a woman who has never driven.
(o) An automobile to a man who has driven another make of car.
(p) Some particular brand of rubber tire for automobiles.
(q) Some kind of automobile accessory, as a lamp, storage battery, brake lining, self-starter.
(r) A particular make of pistol or rifle to a hunter.
(s) A particular brand of soap to a druggist for sale to his customers.
(t) A particular brand of shoes to a merchant.
(u) A particular brand of ready-to-wear clothing to a merchant.
(v) A kind of hardware—as Keen Kutter or Sargent—to a merchant.
(w) Any article you have seen advertised.

2. Let the class criticize as in Exercise 143 (2).

CHAPTER XXVI

ADVERTISING

168. Nature of Advertising.—Advertising is salesmanship in print. The fact that it is in print involves some differences. *First*, it is not addressed to a single customer. It reaches a wide public, but it loses the personal touch. If it is intended to reach a particular class of readers, it must by its wording make sure of reaching that class. *Second*, it has to overcome more distractions than the salesman. In the newspaper or magazine, it must compete with the news or the stories and articles and even with other advertising matter. In the street-car, it must compete with a book, or a newspaper, or people in the car; and on a bill-board it must rival in attractiveness the scenery near at hand.

169. Its First Problem.—Consequently, the writer of the advertisement must try even harder than the salesman to catch attention. An advertisement that is not read is of no value to anybody. The devices are many. Head-lines will frequently arrest the eye. Unusual kinds of type tend to set the matter off. Pictures are very useful. In magazines, colors are coming to be used more and more. But the "copy," or body of the advertisement itself, should be compelling. It should be so concrete, so vivid, that the interest will not waver. Though the average reader, instead of a particular person, is addressed, the language should seem to be directed to the particular person who is reading it. The "you attitude" should never be relaxed.

170. Attracting Attention—Bulletins.—The principle of attracting attention should be observed in all the notices displayed in or around the school. Even a notice on the blackboard can be poor or good. All posters announcing a baseball game or a society meeting should be good advertisements. Use nouns and verbs, present active verbs, whenever possible. Make each phrase stand out. Take the reader's point of view. Place what is surest to interest him where it is certain to meet his eye.

Poor display:

Our Team Will

Meet Wolfville

Saturday, at

Richmond Oval

Buy Your Tickets Here

This bulletin is too leisurely to attract attention. The arrangement does not feature the important matters. It does not urge sufficiently the immediate purchase of tickets. If the student puts the matter off, he may not have the money left. Besides, its invitation is somewhat forbidding. Buying is in itself not often a very attractive idea. As we have seen in Chapters XXIV and XXV, the buyer purchases to satisfy some desire. A better form would omit "buy."

Better display:

See Our Team

Defeat Wolfville

Saturday, at Richmond Oval

Tickets Here. Buy Now

171. Arousing Interest—The Appeal.—Frequently the bulletin adds some appeal to the announcement. Care should be taken to make prominent what will interest the reader. The arrangement, the wording, the whole design should win attention.

Weak appeal:

Boys and Girls! Don't
Be Slackers!

Come out and Support
the Team Saturday

It Cannot Win With
No One to Cheer

Buy Your Tickets Here

The first line should be positive instead of negative. The design of the bulletin does not make anything stand out conspicuously. The following secures better emphasis and is better adapted to the reader's feelings.

Stronger appeal:

The appeal to loyalty is stronger and more rousing than the threat of ridicule or contempt. The appeal to support the pitcher, Stocker, is more concrete and compelling than the general statement, "It cannot win with no one to cheer." "Your Team" attracts *attention* and arouses *interest.* The next two lines deepen that interest and arouse response. The final lines clinch that response with the definite call for *action.*

The whole problem of advertising lies in the answer to this question!

How can I appeal to the reader so that he will act according to my wishes?

Exercise 145

1. Examine the posters in the school corridors, the bill-boards in town, or the cards in the street-car. Copy them exactly, and report on the following points:

(a) Which are the best head-lines for attracting attention?
(b) What feeling or ideas are used in the appeal?
(c) How is the reader induced to act?
(d) In which are the important matters, by arrangement and lettering, made most prominent?

2. Draw up a bulletin announcement of a new issue of the school paper, of some athletic event, of a play, of a dance or other entertainment, of an election or club meeting.

3. When these are placed on the blackboard, let the class criticize. A good basis will be the questions in 1.

4. Draw up a form suitable for a bill-board or a card in a street-car. Take as your subject some toilet article, a magazine or newspaper, some article of food.

5. Let the class criticize as in 3.

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172. Classified Advertising.—The type of advertising just considered, where nearly the whole problem is to catch attention, is sometimes called "publicity advertising." An opposite extreme is "classified advertising," where catching the attention is almost eliminated. Such advertisements are gathered in columns in daily newspapers. They are classified under such heads as *Help Wanted, Lost and Found.* Only interested persons read these columns. The advertiser gives only such information as will help the *right* interested persons to reply. The chief question is, "Does the statement give the right kind and amount of information in the clearest, the simplest language?"

Exercise 146

1. Cut out or mark in the classified columns the six best advertisements.

(a) Why is the information of the exact kind and amount required?
(b) How is the language kept clear and simple?

2. Write five *Help Wanted* advertisements for different situations. Have you given the exact requirements for each position? Have you kept the information clear without making the notice more than three lines long?

Exercise 147

1. Write five *Situations Wanted* advertisements for different positions. Have you indicated in each your best qualifications?
2. Write five *Lost and Found* advertisements for different articles. Have you chosen details that will aid in identifying the articles?
3. Write other kinds of classified advertisements.

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173. Display Advertising—The Display Lines.—Most advertising in newspapers and magazines is called "display advertising," because parts are set or "displayed" in bold type. The head-line attracts attention by mentioning some feature of the article sure to interest the reader. It must be concrete and concise. It must avoid generalities and tell specific, unusual facts. It may be newsy or conversational. It may appeal to curiosity, love of home, or personal vanity. But it must be interesting. It should bring up a picture in four or five words.

Do not say:

A preparation for owners of motor cars.

But:

Remove Carbon the Easy Way.

Often a second line in the body of the advertisement names the article, or some feature of it. The last line usually contains the name of the manufacturer and some indication of where the product may be purchased.

These two or three lines must not only interest the reader. They must bring out the most telling features of the copy and must harmonize with each other. They must tell the story so that those who run may read. There is seldom room in an advertisement for more than one talking point, and the display lines should help to drive that point home. Frequently color and illustrations are employed, but all should add emphasis to the single purpose of the advertisement. Do the display lines in the advertisement on page 293 combine all these qualifications?

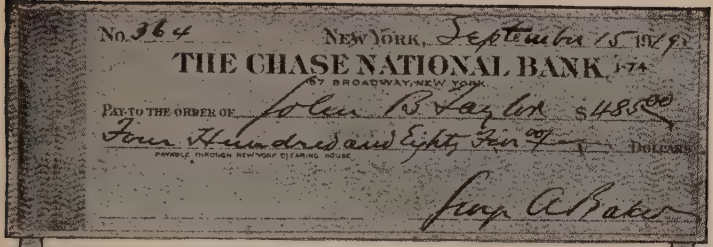
Exercise 148

Clip a news story from the daily paper. Cut off all the head-lines. Frame head-lines of your own. Compare these with the ones just cut off. How are those in the paper more interesting and more accurate as summaries? Keep this up until you can write good head-lines.

Exercise 149

Bring to class ten page-advertisements from magazines.

1. Do the display lines in each emphasize the central point and harmonize with each other?
2. Are the lines brief and concrete?
3. Do they lead you to read the advertisement?


No. 364
NEW YORK, September 15 1919
THE CHASE NATIONAL BANK
67 BROADWAY, NEW YORK
PAY TO THE ORDER OF
Four Hundred and Eighty Five
DOLLARS
PAYABLE THROUGH NEW YORK CLEARING HOUSE

How to insure checks against fraud

Checks are the safest form of currency—even though large sums of money are lost each year through the fraudulent alteration of *some kinds* of checks.

Examine the one above. The reproduction is, of course, imperfect; but a glance will show that it is not made on ordinary paper. It is—

National Safety Paper

You've seen it scores of times, no doubt, for it is nearly fifty years old, and hundreds of banks, including over 70 per cent of those in New York, Chicago and Philadelphia use it. Perhaps your own checks, or those furnished you by your bank, have that same "wavy line" background.

Then be sure that you are not among those who lose by check raising or changing. Any attempted erasure of a check on National Safety Paper, by knife, or by chemicals, will produce an irremovable glaring white stain in the paper, rendering a fraud instantly detectable. The amount is safeguarded, also the payee, date and endorsements. And this is the only way to make those four parts safe.

Those banks, which do not use National Safety Paper exclusively, often have various styles of checks on hand. If you want National Safety Paper it is usually only necessary to ask your bank for it.

Some interesting facts about check frauds and their prevention are contained in our book, "The Protection of Checks". We shall be glad to send it to you; also samples of National Safety Paper.

GEORGE LA MONTE & SON

Makers of Safety Papers

61 Broadway New York

174. The Copy.—The copy for the advertisement must make the right appeal to get the desired action. It should arouse the reader's interest by showing him that he needs the article. It should describe or explain its uses or prove its superiority in such manner as will gain his confidence. By some special inducement or a direct command it should persuade him to act. The advertisement on page 293 illustrates these five steps—*attention, interest, confidence, persuasion to act, clincher.*

Exercise 150

1. In the advertisement on page 293:

(a) What catches the reader's *attention?*
(b) How is the *contact* made with the reader? What desire is appealed to?
(c) What information that is novel arouses *interest?* Is this information directly connected with the qualities of the article?
(d) How is *confidence* in this particular article created?
(e) How is the reader *persuaded* to use it?
(f) How is his resolution *clinched?*

2. Select two of the advertisements in the Exercise 149. Explain each by means of the questions just applied to the advertisement on page 293.

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175. Language.—The writer of advertisements must study his language carefully. He may by one word mar the whole impression. Since he is trying to catch the interest of the average reader, he must be simple, direct, concrete. He must make definite, not general, statements, must give specific facts. His sentences should usually be short. His

words should seldom be technical. They should be forceful and catchy. Naturally the language used to sell bonds would differ from that used to sell chewing gum. But always the wording should be clear as the sun to the reader whom the advertisement seeks to reach.

On the other hand, the language should set the advertisement off from others in the reader's mind. The best way to accomplish this result is to avoid exaggeration, to be as definite and concrete as possible.

Do not say:

> Our sale of Wonderful Shirts.

But:

> Shirts so varied in patterns, so full of sparkle in these original colorings as to leave no room for disappointment. Perfectly tailored, sleeves and body measurements in just the correct proportions, every shirt in the collection has been made over our well-tried measurements. The materials are fine printed Corded Madras and Sturdy Percales that will give the best of service.

In other words, give the reader some image of the article or its chief quality. Use words exactly, even if you have to search long in the dictionary. Avoid superlatives and many adjectives and adverbs. Stick always to the specific nouns and verbs.

Where the same style is maintained throughout successive advertisements, it becomes more and more successful. The reader remembers the earlier ones and greets the new one with something of the familiarity of an old friend. The advertiser thus builds up what is called "good-will." He is likely to induce the reader not only to buy for himself but to recommend the article to his friends.

Exercise 151

1. In the advertisement on page 293, what statements are particularly simple and direct? Where are specific words well used? Are there technical terms? Should they have been used? What class of reader is addressed? What is the talking point? How early is it stated? How often is it emphasized? Are other matters brought into the advertisement?

2. Apply these same questions to the two magazine advertisements which you selected in Exercise 150 (2).

Exercise 152

1. Write out ten words appropriate for advertising each of the following articles: bread, butter, coffee, soap, cereal, rugs, chairs, jewelry, dresses, talking machines.

2. Select five advertisements from the daily newspaper which by reason of general or exaggerated statements fail to create confidence. Rewrite, improving the wording. Explain how you have improved each one.

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176. Suggestion.—There are in general two ways of getting the desired response from the reader. The first way is that of implanting proper suggestions in his mind. The suggestions will act upon his senses or his emotions. They shorten or remove the period of indecision. On the impulse he will purchase the article advertised.

Some suggestions are direct:

> Write today.
> Bake it with Royal and be sure.
> Say it with flowers.

But direct suggestions often arouse opposition. The more indirect the suggestion, provided it be clear, the more certain

it is of producing its effect. It relieves the purchaser of the uncomfortable necessity of making up his mind. The famous slogans:

> It Floats.
> His Master's Voice.
> Good morning! Have you used Pears' Soap?
> Ask the man who owns one!
> There's a reason.

are admirable brief examples of indirect suggestion. Sometimes the method is more elaborate. You may describe the lusciousness of an apple or the deliciousness of a drink in such terms that the reader will not rest satisfied until he eats the apple or drinks the beverage. You may raise such a picture of his pride in the ownership of an automobile that nothing will content him but the purchase. You may stimulate such fear of poverty or of hardship for his family that he will gladly save considerable sums for investment or insurance. Probably the strongest of all emotions is love, as love of one's children or family.

Pictures are nearly always a part of a suggestive advertisement, because they appeal directly to the feelings and more powerfully than words. But the words, too, should make just as vivid an appeal as possible. The following shows how simple, yet how suggestive, advertising style can be made (see page 298).

The power of suggestion is not suited to all commodities. It is naturally strongest with foods and drinks, in which the senses rightfully determine choice or rejection. It is strong likewise with luxuries, where personal taste is a deciding element, and with toilet articles and matters of ornament. In general, articles for women and children are thought to sell best by suggestion.

Keep a Kodak Story of the Children.

In every day of their young lives are events of almost dramatic interest: The painted gallop across the porch on the hobby horse; the adventure with the puppy in the garden; sister's new frock and brother's tricycle; that important morning when with stout hearts they first trudge off to school—such pictures, preserving forever the childhood days, mean a world of comfort to mother's heart—yes, and to father's too.

And just a few years afterward: "That's you, Polly, when you were—let me see. Oh yes, the film says it was August eight, nineteen-nineteen, your fourth birthday. And Junior was five."

Every picture worth taking is worth at least a date, if not a title. It's all very simple with an Autographic Kodak, as simple as pressing the button. And Autographic film costs no more than the other kind.

EASTMAN KODAK COMPANY

All Dealers. Rochester, N. Y., *The Kodak City*

Exercise 153

1. Bring in ten examples of direct suggestion and ten of indirect suggestion used in national advertising in magazines.

2. Rewrite the direct suggestions in indirect form.

3. Write five direct suggestions to be used with: stockings, chewing gum, tea, automobiles, toothpaste.

4. Write an indirect suggestion for each kind of article.

Exercise 154

1. With regard to the kodak advertisement on page 298, answer the following questions:

(a) How is the attention caught?
(b) How is interest aroused?
(c) What are the most vivid phrases? Is the picturesqueness maintained?
(d) What is the talking point? Is any other matter introduced? Is the point emphasized?
(e) Is there any persuasion to action?
(f) Is there any clinching of the sale?

2. Bring to class five similar advertisements and be prepared to explain each with the aid of the questions under 1.

3. Write a similar appeal for one of the following:

(a) Some kind of musical instrument.
(b) A toilet soap.
(c) A cold cream or face powder.
(d) Some article of food.
(e) Some kind of beverage.
(f) Accident insurance, fire insurance.
(g) A revolver or pistol.
(h) A tricycle.
(i) A diamond ring or other article of personal adornment.
(j) An illustrated gift book or a picture.
(k) Some brand of candy.
(l) A new cereal food.

177. "Reason Why."—The other way of getting the desired response from the reader is by reasoning with him. Instead of starting impulses, you appeal to his intelligence. You ask him to think the matter out. You give him evidence of the superiority of the article advertised. Most of the advertisement is taken up with convincing his mind.

In general, three arguments are available to prove the superiority of your article. The *quality* may be higher, either because of the raw materials or of the expert workmanship. The *service* may be better, either because it fills a long-felt need in saving time and labor or because it will give satisfaction longer than its competitors. The *price* may be lower, and yet the quality and service remain equal to that of the competing articles. Whatever the argument, the article must be made distinctive in the reader's mind. It must stand out from competing articles without any direct comparison. It must rise above the dead level of the commonplace.

The advertisement on page 293 is a good example of "reason-why" method. The type of article with which it is here used is one that is unfamiliar to the public and about which the public needs information if the demand is to be increased. Where the price is higher than that of competing articles, argument is necessary. Devices for saving time and labor, like the typewriter and the mimeograph, are usually sold best by argument. In general, articles for deliberate buyers, as farmers and professional men, are thought to sell best by "reason-why" methods.

Exercise 155

1. With regard to the advertisement on page 293, answer these questions:

(a) Which of the three kinds of argument are used?
(b) What evidence is used to support the argument?
(c) How is the comparison with competitors introduced? How is it kept indirect?

2. Bring to class five similar advertisements, and be prepared to explain each by means of these questions.

3. Write a similar advertisement for one of the following. Make sure that you know the article thoroughly before you plan the advertisement.

(a) Some particular make of phonograph.
(b) A vacuum cleaner.
(c) A set of furniture, or some one article, as a chair.
(d) A filing cabinet.
(e) A dictating machine.
(f) An adding machine.
(g) An addressing machine.
(h) An automobile.
(i) A pneumatic tire.
(j) Some automobile accessory, as a carburetor, a storage battery, or a self-starter.
(k) An encyclopedia or other set of books.

4. The class will test the advertisement by means of the questions on pages 294, 296.

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178. Local Advertising.—The examples studied so far are of products sold all over the country. The same principles apply to retail advertising, although they have not hitherto been used with nearly the same skill. The national advertising has therefore been the better for study as models. A great variety of forms is available in local advertising. An interesting listing of them may be found on pages 154, 155, the most common of which are the advertisements printed in local newspapers. In store advertising of this kind

James McCreery & Co.

5th Avenue 35th Street

Second Floor

In Our New Fifth Avenue Men's Store

For Three Days Prior To Christmas

Opportunity Knocks Again In This Sale

of

MEN'S WINTER OVERCOATS

775 Ulster Type Overcoats
Formerly $65, $75 and $85

at

$52.50

When it gets along toward Inventory Time there is no use of being reserved about the sacrifices you must make. To reduce stocks you must reduce prices. That's all there's to it. These Overcoats are from our regular stock. And when it came to Overcoats there was no store in New York that could touch us this year. Another thing: These coats were reduced from $65, $75 and $85, but don't imagine that you could get them elsewhere at those figures. A McCreery regular price is equivalent to a sale price at another store.

USE THE 5TH AVENUE ARCADE

some few arguments are of very frequent value and recurrence. The commonest is probably the *bargain*, offering either unusually good values or unusually low prices. The advertisement on page 302 is an excellent example. This argument takes many forms, but in essence it is an appeal to save money.

Another common retail argument is *quality*. Some firms emphasize their reputation with the purpose of making every customer feel confidence in all his purchases of them. Of course many other appeals are made, but the commonest are money-saving and dependable quality. The accompanying advertisement illustrates the latter.

Exercise 156

1. Find five examples of each of these appeals in newspaper advertising and bring them to class for discussion of their effectiveness.

2. Write an advertisement of one of the articles listed below. On which appeal will you chiefly rely? In what other ways will you make the advertisement effective?

Autumn line-up for men

An old proverb says that a cracked bell can never be sound. Likewise, a thing that lacks quality will always be wanting. There is cheap clothing to be had if you are not particular about its quality. Cheap shoes can be found (you've read of them) if you don't care how they are made nor how they look.

The Wanamaker Store knows every turn of the merchandise market, here and abroad, and we know that certain standards are absolutely necessary to both value and satisfaction. Anything less is a compromise that serves a bad end.

That is why Wanamaker standards are so well respected—they help us—and you.

New Suits
—for men, all wool, are now ready at $37.50 and $65.

Fine topcoats
—of imported fabrics—mixtures, have an appearance of the unusual and a guarantee of service—at $60.

Shoes at $7
—are substantial throughout, and offered in six practical styles—tan or black—broad or medium toe—blucher or straight lace.

(a) Shoes
(b) Women's tailor-made suits
(c) Men's silk hose
(d) Men's hats
(e) Men's cravats
(f) China
(g) Dress goods
(h) Girls' dresses
(i) Hand-bags
(j) Blouses
(k) Boys' shoes
(l) Sweaters

Part III—Expressing Ideas Clearly and Correctly

CHAPTER XXVII

SIMPLE SENTENCES[1]

***179. What Is a Sentence?**—If you wish to give a friend a notion of a ball game, you say, "an exciting game," or, "The game was exciting." The notion in the two expressions is about the same, but the form is different. In the first your friend will have to supply some words or wait for you to supply them. The form is incomplete. In the second your friend will not wait for any added words or supply any himself. The form is complete. The group of words makes an assertion. It makes a statement about the game. It does not merely mention a subject you are thinking about. It makes an assertion about the subject. In other words, it records, not merely the subject in your mind, but your thought about it.

Exercise 157

Which of these expressions are sentences, that is, which of them make complete assertions? Which of them merely mention notions? Which of them do not complete the assertion that is begun?

[1] Sections 179–185, marked with a star, should be taken up in the first year. Sections 186, 187 can best be taken up, probably in the second year.

1. Where are the ball and the glove?
2. On the bench.
3. Oh, nonsense!
4. If you want to get a Spalding catalogue.
5. Having written for a new glove.
6. The letter which encloses a money-order.
7. We started to collect funds to equip the team.
8. Everybody contributed.
9. The applicant came with letters of recommendation.
10. A crowd made up of office boys and clerks.

***180. Parts of a Sentence.**—Every sentence has two parts. Some subject is talked about. Something is said about it. For example,

The ball landed in center field.

is a complete sentence. It tells about the *ball*. *That word is the subject.* What is told about it is that it *landed*, or fell. *That word is the predicate.* Every sentence must have these two parts: subject and predicate.

Sometimes the subject is not expressed and must be supplied by the mind. In

Shoot the bear,

the subject *you* is understood. Sometimes the subject consists of two or more words and is called compound:

Both the *boys* and the *girls* were invited.

Sometimes the predicate consists of two or more verbs and is called compound:

The girls *stole* away and *ran* home.

But **both subject and predicate are essential to every sentence.**

Exercise 158

In each sentence pick out the subject and the predicate.

1. Most large offices have a list of instructions for office boys.
2. These instructions apply to messengers too.
3. Boys shall be courteous and shall conduct themselves at all times in a quiet and orderly manner.
4. The mail clerk, or, in his absence, the file clerk gives orders to the boys.
5. Courtesy, a rule in all good offices, makes friends for yourself and the company.
6. It reduces the friction of your work and raises your standing with your employer.
7. Your manner of expressing yourself is very important.
8. Loitering and loud talking in the elevators or corridors of the company's building are prohibited.
9. During office hours you must not smoke cigarettes, or chew gum, or read personal letters, or look over the daily paper.
10. Neatness, cleanliness, carriage, and address are marks of self-respect and add to the efficiency of a boy in the estimation of everyone.

***181. Position of Subject and Predicate.**—In the sentences you have just studied the subjects come before the predicates. But they do not always do so. Sometimes the predicate comes before the subject. At other times part of the predicate comes at the beginning, so that the subject is in the middle. Both of these ways of arranging the words of the sentence may be called the **inverted order.**

Exercise 159

Pick out the subject and the predicate in each sentence.

1. Do you pay attention to interesting things?
2. Can you hold your mind on one subject for five minutes?
3. On the platform, behind the railing, stood the mail clerk.
4. Above the click of the typewriter keys could be heard the clear tones of his voice.
5. Very difficult, in this confusion, was the task of noting his instructions.
6. First and foremost among your numerous duties is accuracy.
7. Can you afford, from fear of asking a question, to deliver a message incorrectly?
8. Much better would it be to have the message repeated.

***182. Modifiers.**—Most sentences consist of a good many words besides the bare subject and the bare predicate. Look at the sentence:

> The best batter in the American League stepped confidently to the plate.

Several words are added to the subject *batter* and the predicate *stepped*. *The* and *best* are word modifiers of *batter*. They are called **modifiers** because they modify or make more definite the meaning of *batter*. Batters may be of all kinds, short or tall, old or young, fat or thin, skilful or bungling. In this sentence the writer wishes to talk about only one, *the best*, and so he modifies or makes definite the simple subject by these words. Such modifiers are called **adjectives.** They are used to modify nouns or pronouns.

He also uses a phrase modifier, *in the American League*, because he wishes to limit the meaning still further. Batters are to be found in country fields and vacant city lots, on

school teams and in the professional leagues. But this sentence refers only to one of these professional leagues, and the phrase modifier is added to make the meaning definite and exact. It is called a phrase modifier because it is a group of related words which has no subject or predicate of its own. It may also be called an adjective modifier.

In the predicate the same kind of modifiers may be used. *Confidently* is a word modifier of *stepped*, and *to the plate* is a phrase modifier. They may also be called **adverbs**, because they modify the verb. Adverbs modify a verb, an adjective, or another adverb.

Exercise 160

In Exercise 158 point out all the word and phrase modifiers.

Exercise 161

Add both word and phrase modifiers to both subject and predicate in the following sentences.

1. Visitor came.
2. Boy told.
3. Manager looked.
4. Boy went.
5. Visitor waited.
6. Bell rang.
7. Boy answered.
8. He took message.
9. Papers were sent.
10. Work ended.

***183. Verbs.**—The predicate is always a verb. Only verbs can assert or state something of a subject. Often the

verb consists of several words, as, *had done, has been told, will be proceeding.*

Some verbs express an action that passes over to or affects an object; as,

The ball hit the boy's nose.

The action expressed by *hit* passes over to or affects *nose.* Such verbs, called **transitive,** need an object to complete their meaning. Other verbs do not require such a word to complete their meaning; as,

He came slowly.

Came does not express any action passing over to or affecting an object. Such verbs are called **intransitive.**

Exercise 162

In Exercises 158 and 159 pick out the transitive verbs and their objects.

***184. Participles.**—Certain kinds of phrase modifiers are sometimes confusing because they contain forms of the verb which do not assert. For example,

Coming to the office, she found the door locked.

Now the only assertion here is, *she found the door locked. Coming* expresses action but it does not *assert* it of any subject. It is used to modify *she,* the subject of *found.* In the sentence:

Look out! He is coming.

the word *coming* is used as part of the predicate, *is coming* —a verb which does *assert* something of the subject *he*.

Take another example:

> Struck on the forehead by the ball, the batter uttered a groan.

The only assertion is, *the batter uttered a groan.* The word *struck* expresses an action, to be sure, but it does not assert it of any subject. It merely modifies *batter*, the subject of *uttered.* On the contrary, in

> The batter was struck by the ball.

the word *struck* is part of the verb *was struck*, which does assert something about its subject, *batter.*

Now such words as *coming* and *struck* are forms of the verb and are called **participles.** They express action, but when they are used like an adjective to modify some noun or pronoun, they do not assert and consequently do not form a predicate.

Exercise 163

Pick out the subject and the predicate in each sentence, and tell how each participle is used.

1. The check, properly indorsed, was deposited the next day.
2. Avoiding slipshod, careless, and indifferent habits, the office boy took pains to fold correspondence neatly before inserting it in the envelope.
3. Economy, meaning to make the greatest use of everything in your possession, applies to little things like lead pencils and stationery.
4. Not being busy himself, the clerk looked about to find some one in need of help.

5. The new messenger passed through the corridors of the company's building, studying the names of the departments and inquiring about their business.
6. The drawer of the filing cabinet, filled with letters, fell to the floor.
7. The clerk, stooping to gather the flying sheets, struck her head against a corner of the case.
8. The typewriter, misused by all beginners, was now out of alignment.
9. He now came to a sheet covered with blots.
10. He at length discovered a secret long withheld by his employer.

Exercise 164

The following was written by a pupil in a large high school, narrating how he induced a fellow-student to patronize the school lunchroom. Which of the groups of words are sentences? Which make no assertion?

1. I asked him what his sandwiches were made of.
2. He replied, "Rolls and 15 cents' worth of cheese."
3. The four rolls making the cost of his lunch 19 cents.
4. I then explained how he could get a hot lunch for 20 cents.
5. Mashed potatoes and any kind of vegetable costing 10 cents.
6. A good slice of meat included with them.
7. The first course thus costing 10 cents.
8. Next you can have a cup of hot cocoa or a glass of cold milk for 5 cents.
9. Leaving a wide choice of desserts for his other nickel.
10. Among them delicious cake, a baked apple, an orange, a pudding.
11. I appealed to his sense of comfort.
12. Not being bothered by carrying a lunch and having it thrown about.
13. Not having to bother his mother to prepare it.
14. Having a good, hot, appetizing lunch instead of dry rolls and cheese.

15. Besides, he is helping the school, because the lunchroom is run by the school.

***185. Infinitives.**—Another form of the verb which does not assert but may modify is the infinitive. In the sentence,

To secure the position he applied in person.

the assertion is *he applied.* *To secure* expresses action, but it does not assert. It modifies the verb, *applied.* In,

Eager to succeed, he studied at an evening school.

to succeed modifies the adjective, *eager,* and is consequently an adverb.

His desire to stay on the team induced him to study harder.

Here *to stay* modifies the noun *desire,* and is therefore an adjective.

To own at least one Liberty bond was his ambition.

Here *to own* is the subject that is talked about. *To own* is therefore a noun, used as the subject of the verb *was.*

Infinitives may have subjects. For example, *clerks* is the subject of *to arrive* in:

The managers request all clerks to arrive on time.

Yet *clerks to arrive on time* is not a sentence, because to arrive is not an assertion—it expresses the action without asserting it. The assertion that is made is, *managers request.* The whole infinitive phrase, *all clerks to arrive on time* is the object of the verb *request.*

Exercise 165

Which of the following groups of words are sentences? In the sentences pick out the subject and the predicate of each, and the participial or infinitive phrases. How is each such phrase used in the sentence?

1. Regarding your letter of February 10, containing a check for sixteen dollars ($16).
2. Referring the matter to his secretary, he took the first train for the East.
3. To secure an early reply, he enclosed an addressed, stamped envelope.
4. To reveal any information gained from your employer's correspondence is an act of treachery.
5. He sent his personal representative, instructing him to smooth matters over.
6. To induce you to become a member of our club.
7. Good, honest work, completed on time, is always a step to promotion.
8. All dressed up and nowhere to go.
9. He sent enough to clothe a whole family well.
10. She spent most of her money in an effort to have a good time.
11. Beside the fireplace in far-off times he had lain on winter nights, to hear his uncles tell tales of hunting, or to hear them play the violin.
12. Removing the receiver, the boy spoke distinctly, but not too loudly, into the mouthpiece, giving his employer's name.
13. Seeing a visitor enter the office, the stenographer approached him with a smile and asked him for his card.
14. Requesting the caller to wait, she went into the inner office to learn the wishes of the manager.
15. The visitor was pleased with her courtesy and commented upon it to her manager.

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186. Order in the Sentence.—Modifiers, as we have seen, are used to express the meaning more exactly. But careless

writers sometimes confuse their meaning rather than express it, because they do not follow a very simple rule: **Modifiers should be placed as near as possible to the words they modify.**

Confusing:

He went to the picnic grounds which were situated some distance up the river in a canoe.

Better:

He went in a canoe to the picnic grounds which were situated some distance up the river.

Exercise 166

Make these sentences clearer by placing the modifiers as close as possible to the words they modify.

1. The store over there where the gentleman stands with the glass front is my father's.
2. The number of the typewriter is 5A with a billing attachment.
3. A boy should not enter the high school who cannot spell.
4. In helpful hints this periodical surpasses all others to the man who is selling drugs.
5. He wanted to have his typewriter packed as he was leaving for the summer in a strong box.
6. Every soap is not good for washing silk.
7. Do not write without definite orders to manufacturers.
8. The boy was trying to sweep the floor with a dirty face.
9. He urged his brother to come to town in his letter.
10. He didn't ever recall having applied to the manager.
11. I once remember skipping rope till I dropped.
12. I only eat a roll for breakfast, but I have an appetite that is terrible for dinner.
13. We have just published a pamphlet regarding Victory notes which may be had for 25 cents.

14. There are still over in Europe somewhere near 1,560,723 soldiers.

15. The selfish American put his patriotism when the guns stopped booming on the shelf.

16. We never had the golden opportunity before within our grasp of securing a large share of the world's trade.

17. He stopped and waited for the other boys to run on in search of him behind the counter.

18. The gentleman standing in the doorway with the high collar is the principal.

19. Wanted: A girl who can take dictation with a high school diploma.

20. He adds the totals of all the sales slips made out by the clerks on an adding machine.

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187. Correlatives.—Particularly troublesome are correlatives: *not only—but also, both—and, either—or, neither—nor.* They should precede the words which they connect.

Wrong:

He *not only* scolded me when I was late *but also* after school.

Now *scolded* is not joined with *after school.* The thought that is related is expressed by the clause, *when I was late.*

Better:

He scolded me *not only* when I was late *but also* after school.

In general, the **correlatives should precede the same part of speech.**

Wrong:

Either he doubted my word *or* wished to make me an example to the rest of the class.

This can be improved by putting the correlatives before the verbs.

Better:

He *either* doubted my word *or* wished to make me an example to the class.

Exercise 167

Improve the placing of the correlatives in these sentences.

1. They neither minded the rain nor the wind.
2. Either you understand the instructions or fail to understand them.
3. Either she was too bashful to speak or too dull to understand.
4. He not only tried to make high grades in his studies but good friends among the pupils.
5. They went home either during a thunderstorm or a cyclone.
6. The boy neither succeeded in the office nor in the factory.

CHAPTER XXVIII

COMPLEX AND COMPOUND SENTENCES[1]

***188. Dependent Clauses.**—Most of the sentences that we have been studying are simple, for they contain one assertion only. That is, they have one subject and one predicate, either or both of which may be compound. To go back to some of our earlier sentences, compare these forms:

1. The best batter in the American League stepped to the plate confidently.
2. The batter, who was the best in the American League, stepped to the plate confidently.

1. Coming to the office, he found the door closed.
2. When he came to the office, he found the door closed.

1. Struck on the forehead by the ball, the batter uttered a groan.
2. Because he was struck on the forehead by a ball, the batter uttered a groan.

1. To secure the position, he applied in person.
2. That he might secure the position, he applied in person.

The first sentence in each set has the same main assertion as the second sentence. But the second, in place of a word or phrase, has a group of words containing its own subject and predicate: *who was the best in the American League; when he*

[1] Sections 188–192 should be studied in the first year. Sections 193–195 can better be taken up later, probably in the second year.

came to the office, etc. This group of words is called a **dependent clause.** It differs from a participial or infinitive phrase because here the verb asserts something of its subject. If a group of words asserts something, it is a clause.

A dependent clause is like a phrase or word because it takes the same part in the sentence as that word or phrase. That is, it performs the same function. In the first two sentences, *in the American League* describes *batter,* and, as it modifies a noun, is used as an adjective. *Who was the best in the American League* likewise describes *batter* and is therefore an adjective clause. In the last two sentences *to secure the position* explains why he applied. It modifies the meaning of the verb because it tells the purpose of the action expressed by *applied.* In other words, the phrase is used as an adverb. *That he might secure the position* also tells why he applied. It therefore performs the same function, and is an adverb clause. In short, **function means use in the sentence.**

A clause is dependent when it performs the function of a word; that is, when it is used as an adjective, an adverb, or a noun. *Such a clause cannot itself be a sentence* because it forms part of another thought. It does not itself record a complete thought.

Exercise 168

Which of these groups of words are sentences? Which are only dependent clauses, that are in themselves incomplete?

1. If you wish to make a pleasing impression.
2. A letter must be neat, well arranged, and most important of all, well expressed.
3. Since the first two qualities lie absolutely with you.
4. Smudged, misspelled, uneven letters will very quickly affect your standing.

5. Your common sense and knowledge of English must be constantly exercised for the proper interpretation of the dictation.
6. Although the subject matter rests with the dictator.
7. As thoughtful, careful attention to work is essential.
8. When you are suffering from headaches and other ailments.
9. Through systematic work, proper diet, rest, and recreation, you must cultivate good health.
10. Which is an indispensable requisite to good work.
11. If you do not give proper attention to your health.
12. You will not find yourself every morning fresh, well rested, and in good spirits.
13. When you take an intelligent interest in your work.
14. So that you will enjoy the hours you spend at the office.
15. Learn to do your work systematically.
16. That your energy may result in the greatest output with the least weariness.
17. Because the proper conservation of paper, pencils, pins, rubber bands, and carbons will show your interest in the firm.
18. Your progress and pay depend on your attitude toward your duties.

Exercise 169

Select the dependent clauses in the following sentences. Show what function each performs in the sentence of which it is a part. Point out in each clause the subject and the predicate.

1. When you leave school, you may have an inclination to enter a factory.
2. Although the pay looks attractive, you should consider your future before entering the factory.
3. If you walk along the street in a manufacturing district, you will find many cards offering you work.
4. You will finally come to one where the offer seems attractive.
5. Without asking you any questions, the employment clerk leads you between rows of machines until he comes to one that punches two holes in a metal plate.

6. The operation of the machine is so simple and automatic that one boy sixteen years old can feed and tend two or three machines.
7. The boy must be alert, because he must stop the machine by pulling a lever if anything occurs to interrupt the operation of the machinery.
8. He must do this instantly that no harm may come to the machine.
9. Unless something goes wrong, his only duty will be to pick up the plates and arrange them in boxes.
10. The boy acts as if he enjoyed the work.
11. But you must ask yourself whether you would like to do this sort of work for the rest of your life.

***189. Conjunctions.**—If you look back over the sentences just above, you will find that each subordinate clause is introduced by one of these words: *when, although, if, where, until, so that, because, that, unless, as if, whether.* These words have a special name—**conjunctions.** A conjunction joins words or groups of words. Since these conjunctions are used to introduce dependent or subordinate clauses, they are called subordinating conjunctions.

Exercise 170

Some of the chief subordinating conjunctions are:

although, though	since (because)
as (because)	than
as if, as though	that
because	unless
if	whereas
lest	whether (whether—or)

Look up the exact meaning of each one in a dictionary. Then find in your text-books, or write out from your own mind, two sentences for each conjunction in the list. Underline the subject and the predicate of each dependent clause. Explain its function, or the part it plays in the sentence.

Exercise 171

Other subordinating conjunctions are:

where	whence
whither	wherever
when	whenever
while	as (expressing time)
how	why
before	after
till	until
since (expressing time)	

Find in your text-books, or compose, two sentences for each word in the list. Underline the subject and the predicate of each dependent clause. Explain its function in the sentence.

***190. Relative Pronouns.—**

The batter, who was the best in the American League, stepped confidently to the plate.

The subordinate clause in this sentence is: *who was the best in the American League.* The way in which it differs from the subordinate clauses we have been studying so far is that it has no separate introductory word or conjunction. The subject pronoun, *who*, is also the connecting word, referring to *batter.*

Suppose we had these sentences:

That is the man.
He came yesterday.

We might combine them in this way:

That is the man, and he came yesterday.

He would be the subject of *came*, and *and* would connect the two thoughts. Now in place of the connective and the pronoun *he* we can insert one word, the pronoun *who*, as follows:

That is the man who came yesterday.

The *who* is both the subject of *came* and the connecting word that shows the dependence of this clause on *man*. Such pronouns are called **relative pronouns,** because they are used not only as pronouns but as connectives to show the relation of the clause to its antecedent.

Exercise 172

The chief relative pronouns are *who*, *which*, and *that*. Write five sentences to illustrate each one of these pronouns. Remember that *who* refers only to persons, *which* only to inanimate objects, and *that* to both. Point out the subject and the predicate in each clause, and the connection between the clauses in each sentence.

Exercise 173

Pick out all the dependent clauses, and indicate the conjunctions or relative pronouns by which they are introduced.

1. If you applied to yourself for a job, would you get it?
2. Are you treating your employer as you would have him treat you?
3. You should know how orders are received and handled so that the customer gets what he wants and is paying for.
4. If you dust and clean the typewriter every morning before beginning to write, your letters will look much neater.

5. When any repairs are required or the machine gives any trouble, report the matter at once to the person in charge.
6. When you are taking dictation, write the date at the top of the page when you begin work, so that you may have it ready for future reference.
7. If the man who is dictating leaves out the marks of punctuation, you should try to insert all marks that may be necessary to make the meaning clear.
8. The letter which you write from your notes should be arranged in a way that will please the reader.

***191. Uses of Dependent Clauses.**—As we saw on page 319, dependent clauses may be used as *adjectives*, to modify nouns or pronouns; as *adverbs*, to modify verbs, adjectives, or other adverbs; or as *nouns*, in some place where a noun may be employed. You will understand sentences much better if you note exactly in which of these three ways the dependent clause is used in each sentence. You should form the habit of thinking of the function of each dependent clause.

Exercise 174

Pick out the dependent clauses in the following passage, pointing out the subordinating conjunction or relative pronoun, and showing exactly how the dependent clause is used in the sentence.

"Feeling that his boy ought to be earning a living, the father set out with him to find a job. He soon came to a place that offered $12 a week. Entering the employment office, they were met by a pale clerk who led them to a floor filled with clattering machines. There they paused before a machine spinning copper wire and winding it on spools. Pleased with the clean surroundings and the light coming from hundreds of windows, the father asked, 'What are the chances for advancement?' The clerk, accustomed to such inquir-

ies, began to mention actual occurrences in the factory. 'One young man, blessed with observant eyes, saw that the most important man in the factory is the mechanical engineer. By attending evening classes he became in due time a successful mechanical engineer. Some years ago another young man, dreaming of the future while watching the machine, pictured himself the successor of a grouchy foreman. By diligence at his work and suggestions showing to the manager his sound judgment, he at length achieved his ambition. Coming as he did from among the workers, he is responsible for the excellent conditions to be seen here.' The father, impressed by these examples, decided to think over the prospects for the future of his son."

Exercise 175

Turn all the participial phrases in the preceding exercise into clauses. What is the connective in each new dependent clause? What is the relation expressed? What function does each new clause perform in the sentence?

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*192. **Compound Sentences.**—We have become acquainted with two kinds of sentence. In Chapter XXVII we learned that sentences containing only one subject and one predicate are called *simple*. In this chapter thus far we have been studying sentences containing one or more dependent clauses. They are called *complex*. Now study this sentence as an illustration of a third kind:

> He looked into soap factories, paint factories, and bread factories, but nowhere could he find a position certain of leading to advancement.

How many sets of subjects and predicates has it? Is either set dependent? What is the relation between the sets? What word expresses the relation?

Now when two or more clauses in a sentence would each make complete sense if standing alone, we call that sentence *compound.* That is, a compound sentence contains two or more independent clauses. The word *but* which connects the two clauses in the sentence above is a conjunction, but it is unlike the subordinating conjunctions that we have been studying. The clauses which *but* connects are of equal or co-ordinate rank, and *but* is accordingly called a co-ordinating conjunction.

Exercise 176

In the following sentences select all the compound sentences, and in each point out the subject and the predicate of each clause.

1. The act of parliament of 1660, which inaugurated the post-office in England, was no mere accident, for it came at a period when England took her first stride toward commercial dominance.
2. A London firm that received one letter in the time of Charles II would receive one thousand today, and it would receive them with much greater dispatch and dependability.
3. Since 1660 not only has the bulk of commercial correspondence grown immensely, but confidence in the postal system and in the promises of men has also grown immensely.
4. The mail is the lever that starts the office machinery at the opening time, and at the close it is the oil that lubricates all of the machinery for the next day.
5. Should the mail clerks begin work as early as five o'clock, or should the whole business of the day be delayed?
6. On ordinary days the number of letters received by one of the New York banks is between two thousand and three thousand, but on Mondays it rises to four thousand.
7. Not only must the mail clerk possess more than ordinary intelligence, but he must also be familiar with the activities of all departments.

8. As soon as the letters and circulars are enclosed by one set of clerks, another set takes up the duty of sealing them.
9. The president was opposed to buying an addressing machine, but the manager finally convinced him that it would save money.
10. The stamped envelope is for your use, and if it is convenient, we should like your reply on the back of this letter.

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193. Proper Subordination.—In all the sentences studied thus far the dependent clause merely modifies or makes more exact the meaning of the main clause. For example, in

> A boy who had long been looking for a job found one at $12 a week.

the clause *who had long been looking for a job*, describes the boy, for it gives the reader a better notion of the boy. If the main purpose of the writer had been to tell us of his persistence, he would have written:

> The boy who found a job at $12 a week had been looking for it a long time.

for nearly always the main thought in a sentence is expressed in the main clause.

This arrangement is so nearly universal that a reader is generally puzzled when he comes across another order. Therefore, for the sake of your reader, subordinate the less important ideas; that is, place them in a subordinate or lower rank, in a dependent clause.

Place the main thought in the main clause.

Exercise 177

Combine the following groups of words so as to emphasize the thought in italics by putting it in the main clause. For example:

Ideas:

> *A salesman will come in contact with all sorts and conditions of men.* He goes out on the road for his company.

Sentence:

> A salesman who goes out on the road for his company will come in contact with all sorts and conditions of men.

Do not use relative clauses in every sentence. In several, adverbial clauses will be much smoother. You may have to alter the wording considerably.

1. *The salesman will come in contact with good-natured buyers.* They are genial, friendly, and well disposed to all the world.
2. *They are easy to approach.* They act as buyers or purchasing agents.
3. *Some customers are cold and critical.* Their usual greeting is curt and abrupt.
4. *Their manner conveys a definite impression.* The salesman must be brief and businesslike.
5. Samples or catalogues are displayed. *The critical type usually avoids making any favorable comment.*
6. In the West *the town home is kept open.* The weather is cool the year round.
7. Furs may be worn in San Francisco. *To wear furs in the sweltering heat of St. Louis would be insane.*
8. In certain sections of the country showers fall suddenly in summer. *The omnipresent summer umbrella is necessary.*
9. *You cannot be convincing enough to sell a hungry man a dinner.* You know what you are talking about. You believe it yourself.
10. You have seen soap, or hosiery, or bricks in the making. *You can then bring to your advertising accurate information.*

Exercise 178

Which part of the sentence you make important will depend on your purpose. For example, you have these thoughts:

> The Monastir road is the link between the Adriatic and the Aegean Seas.
>
> Along this highway Alexander and Xerxes and Galerius once tramped with their legions.

If your purpose is to dwell on ancient history, you might combine them thus:

> Along the Monastir road, which is the link between the Adriatic and the Aegean Seas, Alexander and Xerxes and Galerius once tramped with their legions.

If your purpose is to dwell on its usefulness, you would probably combine them thus:

> The Monastir road, along which Alexander and Xerxes and Galerius once tramped with their legions, is the link between the Adriatic and the Aegean Seas.

In the following sets of ideas, combine so as to carry out the purpose indicated in parentheses.

1. Nathan Hale was born on the sixth of June, 1755. He was the most famous martyr-spy of the Revolution. (To show who he was.)
2. He entered Yale College at fourteen. He intended to become a minister of the gospel. (To emphasize his purpose.)
3. The battle of Lexington was fought on April 19, 1775. Young Hale at a town meeting demanded our independence. (To emphasize the nature of his first public appearance.)
4. He secured release from the school. He was teaching school. He enlisted in Webb's regiment. It was not quite two years after his leaving college. (To bring out the change in his plans.)

5. Washington needed immediate information of the enemy's plans. Hale went on a perilous mission. (To show his action.)
6. His college diploma enabled him to pass for a Connecticut schoolmaster. He took down the necessary information in Latin. (To emphasize his method.)
7. The British burned five hundred buildings in New York. The British tried Hale on September 21, and executed him the next day. (To show British treatment of Hale.)
8. The provost-marshal burned before his face the letters. Hale had written some letters to his friends. (To show the character of the letters.)
9. He was refused a Bible before his execution. He was permitted to address the people on his way to the gallows. (To emphasize the occasion of his address.)
10. One sentence in that address has made his name immortal. "I regret that I have but one life to give to my country." (To show what the sentence was.)

Exercise 179

In the following group of ideas, join one of the thoughts to the other with some subordinating conjunction or relative pronoun. After you have written your complex sentence, explain how you selected the idea for the main clause.

1. Your office duties are small things. They will make you a big man or woman.
2. You will work for your employer's interests. You enter a business house.
3. Your ideal will be to co-operate. The success of your employer means success for you.
4. Rise above disappointments. Good work will be appreciated in time.
5. Truthfulness always pays. Be truthful.
6. "Knocking" is an unprofitable trait. Learn to say something pleasant.

7. Study the men and women around you. They are the most interesting books to be found.
8. Don't be a shirker. It takes time to do things well.
9. The whole business world is intricate and puzzling, like a spider's web. It is a perfect system.
10. These things count a great deal in business. They make up your habits or personality.

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194. Relations Expressed by Conjunctions.—In dependent clauses the relation is usually:

TIME. He came *when* the bell rang.
PLACE. He went *whither* he was directed.
PURPOSE. He ran *that* he might not be late.
CAUSE. He was late *because* he missed the car.
RESULT. He missed the car *so that* he arrived eight minutes late.
CONDITIONS. *If* you are late, you are sent to the detention room.
CONCESSION. *Although* he remained until four, he saw the last half of the basketball game.
MANNER. He wrote *as* he was directed to write.

Exercise 180

Classify the subordinating conjunctions in Exercises 170 and 171, showing what relation is expressed by each one.

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195. Meaning of Co-ordinating Conjunctions.—Co-ordinating conjunctions express:

An addition:

He went to his seat, *and* the teacher said no more.

A contrast or opposition:

He worked quietly, *but* his classmates all gazed at him.

A reason or result:

He did not lift his eyes, *for* he knew the teacher was looking.

He continued busy, *and so* his classmates lost interest in him.

A choice or alternation:

He must keep on working, *or* they would make fun of him.

Exercise 181

Classify each sentence in this selection as simple, compound, or complex. In the complex or compound sentences, point out the conjunctions and explain exactly the relation expressed.

"There is a good reason why a secretary is paid more than a plain stenographer or an expert typist. Even an expert typist is engaged in work that may be called mechanical, for she merely uses her fingers to copy neatly what she reads with her eyes. A stenographer needs more intelligence, because she needs to understand and execute the thoughts of another person. A secretary, however, needs still more intelligence. She does not simply execute the thoughts of another. She is required in many different situations to think and act without direction. Now the activity which has the highest value in business is thinking and acting independently—knowing what to do in the absence of instructions. The manager or president, who must decide matters of great importance and bring many different kinds of persons to work harmoniously, holds his position and draws his salary because he displays independent executive ability.

"A secretary lifts a great weight from the shoulders of a busy executive. When callers arrive in the office she learns their business

and frequently answers their questions so well that they do not need to wait until the manager is at leisure. If telephone calls are to be answered, she takes down the receiver and often conducts the conversation while the manager is engaged in more important work. Since she saves the time of the executive, and since she thus increases his efficiency because she frees his time for the really important duties of his position, a capable secretary is worth more to the business world than even the speediest stenographer or typist."

Exercise 182

In the following sentences fill in each blank with the word that you think expresses the proper relation. (See pages 321, 322 for lists of conjunctions and page 331 for the relations expressed.)

1. Toothpowders and toothpastes may be used,——they should not be the main reliance.
2. Some powders,——used too freely, are liable to thin the enamel of the teeth.
3. The use of dental floss,——care is taken not to press it against the gums, is also helpful.
4. A brush should be used with bristles that are stiff and of different lengths,——the innermost crevices of the teeth may be reached.
5. A moderately stiff brush can be used,——the gums can bear the more vigorous treatment.
6. He brushed his teeth every night,——he frequently felt very sleepy.
7. She called at the office,——she unexpectedly found two of her friends.
8. ——the airplane descended, the observer could gradually make out the make of the machine.
9. It behaved badly——the pilot had lost control.
10. It appeared so suddenly that he could not guess——it had come.
11. Neither could he guess——it was now bound.
12. It was descending rapidly——the whirr of the engine became louder and louder.

13. ——the danger was now great, the observer held his breath in awe,——the next moment the mad rush might land them all in eternity.
14. After that——he looked he saw the horrible sickening rush to destruction.
15. The rules of hygiene are sound,——medical men would not agree about them.

Exercise 183

As in the exercise above, fill in each blank with the conjunction which you think expresses the proper relation.

1. ——he came, there would be a demonstration in his favor.
2. ——he lived some distance from the car line, he was forced to walk about a mile every day.
3. His employer, who rode to work in his automobile, walked far less——the clerks.
4. ——he was waiting for the car, he made out his plans for the day.
5. ——I cannot afford to be ill, I take plenty of exercise every day.
6. He asked——one could find the name in the telephone book.
7. ——you can promise me a two weeks' vacation, I shall be unable to accept.
8. ——he has long been connected with this firm, and——his services to it have been varied and distinguished, therefore be it resolved that we hereby express our regret at his departure.
9. Can you tell me——so many firms keep on writing old-fashioned letters?
10. ——the boy came early——went home late made little difference to the secretary.
11. ——one has changed his habits, it is just as easy to arrive on time——to come in late every morning.
12. The rules of the office are not actually restrictive,——they help one to work with less fatigue.

13. ——you decide on a typewriter, come in to inspect our stock.

14. ——we moved into this office, there has not been a single change in the staff.

15. The brokers shouted——they were hoarse.

CHAPTER XXIX

CORRECT USE OF PRONOUNS AND NOUNS[1]

***196. Pronouns.**—*A noun,* we know, *is the name of anything.*

John is a bank messenger.

John is the name of a particular boy. *Bank* is the name applied to an institution that keeps your money safe. *Messenger* is the name we apply to boys or men who carry messages and papers.

But in talking or writing we should find it very awkward to use nouns all the time. Suppose we wished to say:

John is a useful boy. John leaves John's father's home every morning after breakfast. John arrives at John's employer's place of business at half-past eight.

The statement would be much simpler thus:

He is a useful boy. *He* leaves *his* father's home, etc. *He* arrives at *his* employer's place of business.

These words that take the place of John are called pronouns. **Pronouns,** then, **stand for nouns.** They refer back to some noun, which is called the **antecedent.**

Sometimes the antecedent is a whole clause or sentence.

Place a period after every complete sentence. This is a rule that must have no exceptions.

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[1] Sections 196–204, marked with a star, should be mastered by all first-year students. Section 205 may better be left until the second year.

This refers to the whole sentence: *Place a period after every complete sentence.* One word, *what,* has no antecedent expressed. Study these sentences:

I learned the things that he did.
I learned that which he did.
I learned what he did.

What contains both antecedent and relative pronoun. Therefore, **never use "what" where the antecedent is expressed.**

Exercise 184

Pick out every pronoun and its antecedent in these sentences:

"John, the bank messenger, thought he had too much to do. He helped to open the mail before nine and delivered it to the different departments for his boss, a rather sharp-featured woman who held the position of mail clerk. You could hear him grumbling to himself early of a morning as he hurried to work. We once asked him into a restaurant to take a cup of coffee with us, but he replied:

"'I must get to the bank to see the mail clerk before she fires me. Her one ambition is to boss me about, and if I don't show up she will think herself bound to work me overtime. I told her not to worry about it, because her duties are too important for her to bother with me, but she replied that mine are too light. You see, she lies awake nights thinking up things for me to do for her.'

"The boys out in the street made his life miserable because he took orders from a woman. They would stick out their tongues, and when he ran after them they would try to trip him up and would shout, 'Your boss won't like a boy who forgets himself.' They were boys whose chief pleasure came from teasing their companions."

Exercise 185

Pick out every pronoun and its antecedent in these sentences:

"'You are all a bunch of loafers!' he would shout at the top of his voice. 'My bank is bigger than yours, I can tell you.'

"His bank was on the ground floor of a ten-story building on a corner. It faced east on a wide street, an arrangement which made its front always light and inviting. Its president, whom everyone respected, was a hearty, genial man. He greeted everybody cordially, whoever he might be or whatever his deposits might amount to. His secretary would stand in the door of the anteroom and ask quietly, 'Which of you is Mr. Elkins?' That was her way. She never grew weary or irritable. This fact had more than anyone supposed to do with the president's success, the greatness of which was well known all over the financial district."

Exercise 186

Pick out the transitive verbs in the sentences above. What form of the pronoun is used as the object of the verbs?

***197. Objective Case.**—The object of the verb must always be in the objective case. That is, the only permissible forms of pronouns used as the object of transitive verbs are: *me, you, him, her, it, us, them, which, what, that, whom.* Of course, any of these forms may be compounded with *self, selves, ever,* or *soever.* But the forms in italics above should always be kept in mind when writing the objects of verbs.

Exercise 187

Fill in each blank with the correct form of as many different pronouns as you can find. In class, a pupil may list the correct forms that the other pupils offer for each blank.

1. I know the bookkeeper meant Nat and——.
2. He appointed Mary and——as private secretaries.
3. ——and her sister I like immensely.
4. ——and her brother I expect to see tonight at the theater.
5. The men in the auto asked Fred and——if we wanted a ride.
6. The nearest boy shoved——into the ditch.
7. Both——and——I have seen often.
8. Who struck——and——?
9. What do you mean by giving——and——candy?
10. To praise——and——before all the messengers was very inconsiderate.

***198. Agreement with Antecedent.**—One mistake in the use of pronouns has to be guarded against. When the antecedent noun is singular, the pronoun referring to it must be singular. The difficulty is particularly common with *each*, *every*, *either*, *neither*, *anyone*, *someone*, *person*, and other words that point out one object or person.

Right:

Everybody must mind *his* own business.

Exercise 188

In the following sentences insert in the blanks the proper pronoun, giving the reason for each insertion. In some cases you will also have to select the proper verb to correspond with the pronoun you insert.

1. Before leaving school every pupil must remove all papers from——desk.
2. Everyone must put away——books in——locker.
3. Every clerk must present——at the manager's office before going off duty.

4. Will anyone lend me——pen?
5. Which pupil was it who lent me——book?
6. Everyone must admit——(has, have) the duty of saving.
7. In battle a soldier must follow——officer.
8. It was so warm this morning that everybody came without ——wraps.
9. No one of the letters brought——author a reply.
10. Everyone at the party declared——had had a good time.
11. Each company must pay taxes on——profits.
12. Every dry-goods house is trying to increase——sales.
13. No one wishes to lose——friends.
14. Every one of the stenographers must transcribe——own notes.
15. On appearing at the desk, a person is given a blank that—— must fill out. ——chances of securing a position depend on how definite——answers are.
16. A new stenographer covers up——errors by rewriting faulty letters.
17. A new salesman does not know how to travel economically over——territory.
18. For the first three months a new employee costs——firm 20 per cent of——wages.
19. Each of the machines cost 10 per cent of——purchase price for repairs.
20. We all admit that everyone should do——duty.
21. Neither the manager nor the clerk will admit——(was, were) in the wrong.
22. If anyone asks me, I shall give——a piece of my mind.
23. The notice read that every workman must write on—— identification card, on line 3, the name of——nearest relative.
24. Every one of the girls (is, are) busy with——various tasks.

Exercise 189

Look back over your own writing and write out the correct form of ten sentences in which you have made mistakes. Explain how you have improved each sentence.

***199. Clearness of Reference.**—In every sentence, the pronoun should refer unmistakably to its antecedent. Mistakes are possible in two different ways.

1. The pronoun may refer to either of two antecedents. For example:

Wrong:

He went to Vesey Street with his brother Charles, where *he* bought a typewriter.

Better:

He went to Vesey Street with his brother Charles, *who* bought a typewriter.

Sometimes the only way to clear up a sentence of this kind is to use a direct quotation:

Wrong:

She told her mother that *she* had to go to school to see the principal about *her* lateness.

Better:

She said to her mother: "*You* have to go to school to see the principal about *my* lateness."

Sometimes the antecedent is expressed but buried in some way, so that you do not readily see the connection:

Wrong:

The bicyclist followed the man's car that had called his name.

Better:

The bicyclist followed the car of the man who had called his name.

Sometimes a change of order will clear up the problem of which is the antecedent:

Wrong:

They gave grass to the animal which was not fit to be eaten.

Better:

They gave the animal grass which was not fit to be eaten.

2. The pronoun may refer to no single word but to a whole clause or to some implied antecedent. In either case, the single word should be supplied as an antecedent. For example:

Wrong:

He decided that he had to start again from the beginning, *which* is always discouraging.

Better:

He decided that he had to start again from the beginning, *a decision which* is always discouraging.

Wrong:

If you wish to give to the Red Cross, send *it* now.

Better:

If you wish to send a *gift* to the Red Cross, send *it* now.

Sometimes the pronoun must be omitted entirely:

Wrong:

In my town *they don't* pave the streets.

Better:

In my town the streets are not paved.

The word *this* is usually clear, but some noun used with it removes possible obscurity.

Ambiguous:

> Place a period after every complete sentence. *This* must have no exceptions.

Better:

> Place a period after every complete sentence. *This rule* must have no exceptions.

Exercise 190

Make the following sentences clear. If you use pronouns, see that they refer unmistakably to their antecedents. Explain orally why you make each change.

1. The new manager was lenient, but it did not make the clerks negligent.
2. If you find that the shipment is damaged, ask the express agent about it.
3. When he went to the drug store, they said they couldn't fill the prescription.
4. Take out an accident policy before taking a trip. It's the only safe way.
5. This was due to the driver's skill, who swerved to the right just in time to miss the sled.
6. The fireman climbed to the roof on a ladder which had burst into flames.
7. We next come to a machine where they stamp the titles on the books.
8. They put a collar on the dog that was not fit to be used.
9. He hoped that the advertisement would catch some eager boy's attention who would fulfil his requirements.
10. She gave her teacher the flowers, who was much pleased therewith.

11. A vacuum cleaner sucks up crumbs and dust from the carpet when it is rolled slowly up and down the room.
12. In the story it tells of two office boys that got into a fight.
13. At our school they do a good deal to find positions for the seniors when they graduate.
14. A large silver cup was placed on top of the desk which was about eighteen inches high.
15. The cook took the skin off the banana and put it into the salad.
16. Not knowing how to operate the typewriter, I had to ask the man's advice who sold it to me.
17. The murder was perpetrated at a place they call Long Beach.
18. Getting tired of skating, he took them off, tied them together, and slung them over his shoulder.

Exercise 191

As in the exercise above, make the references of the pronouns in the following sentences unmistakable.

1. We gathered around the dining-room table, which was at that time the quietest room in the house.
2. The wireless is becoming more and more common. They are used now for telephoning.
3. The cashier asked the messenger to bring his rubber stamp.
4. These nails are not rust-proof because the whole bagful is covered with it.
5. Simplicity is desirable in an adding machine because it makes it possible for anyone to use it.
6. Do not try to be original in the letter form but arrange them according to some recognized standard.
7. He decided to call him into the office, which was always a humiliating occurrence.
8. Going up to her teacher, she pinned some marigolds to her dress.
9. The company went into bankruptcy, which always makes people suspicious.
10. They have a great many skyscrapers in Chicago.

11. Poor Falder raised a check, which led to his arrest and imprisonment.

12. It doesn't say in this book how you indorse a check.

13. He asked his employer what he was going to do about losing his book.

14. It reads on that sign, "For Employees Only."

15. Everybody laughs at Mary's stories which makes her very fond of telling them.

16. In the newspaper it reports that we are to have a holiday to see the troops parade.

17. If you wish to subscribe to the magazine at these reduced rates, send it in at once.

18. They knew he was the grocer's son who had recently moved to town.

19. He opened up a new drug store on the same street, which was rather risky, as everybody thought there were too many drug stores already.

20. As he came down it sounded like a tin pan, which grew louder every second until he stopped with a jerk in front of the door.

21. I notice they are wearing high-heel slippers now. But I would not do that for anything. It is not hygienic.

22. He was an irascible old man. He told his son he would leave town if he continued to cut up such capers and disgrace the family name. But his son replied he didn't care what he said as long as he was able to make his own spending money and didn't interfere with his business.

***200. Troubles with Relative Pronouns.**—The relative pronouns may trip you up.

1. *Which* should never refer to persons.

2. *Who* always becomes *whom* when used as the object of a preposition or a verb. Sometimes the relative seems to be an object when it is actually a subject. For these difficulties

study these sentences, pointing out the function of each pronoun in the sentence.

Right:

He had a hired *man who* was skilful in tying knots.
Do you know the *man whom* they are talking *about?*
Who do you suppose it was?

In the last sentence, why is *who* the proper form?

Exercise 192

Explain the function of every relative pronoun in these sentences. Do you always use the same form when you write sentences like these?

1. Who do you think I am?
2. Who shall I say called?
3. That is the man who everyone thought would be chosen.
4. There is the messenger whom you asked me to send.
5. She is a girl whom you can depend upon.
6. He employed a very young man who called by chance one day.
7. Who was that girl whom you were talking about?
8. He asked a question of the boy who came every morning.
9. The man whom he asked to come early didn't arrive until ten.

Exercise 193

Look back over your writing and select ten sentences in which you have used a relative pronoun wrongly. Write out the sentences correctly, and explain how you have improved each of them.

***201. Pronouns with the Verb "To Be."**—1. The pronoun is most troublesome after the verb *to be*. You must be

quite certain you use the right form. Always follow the rule: **Use the same form after the verb " to be " as for the subject of the verb.**

Exercise 194

Read these sentences *aloud* until you can repeat them from memory.

1. It was *he*.
2. Could it have been *she*?
3. Did you know it was *I*?
4. It must have been *they*.
5. It might have been *we*.
6. What makes you think it was *I*?
7. Could it possibly have been *she*?
8. It is *I*.
9. That's *they* now.
10. It's *we*.

Exercise 195

Supply the correct forms of as many different pronouns in each blank as you can. Read each form aloud several times. In class, a pupil at the blackboard may list all the correct forms that the members suggest.

1. These are——.
2. Why do you think it is——?
3. He told me it was——.
4. It was——.
5. It might have been——.
6. Could it have been——?
7. Why do you think it was not——?
8. It may be——.
9. It cannot be——.
10. May it not have been——?

2. When the infinitive *to be,* coming after a verb, has no subject of its own, the infinitive is followed by the subject form of the pronoun.

Example:

In the distance it seemed to be *he.*

Exercise 196

Read these sentences aloud until you have memorized them.

1. I asked to be *she* in the play.
2. Should you like to be *she?*
3. Should you wish to be *he?*
4. He said he wished to be *I.*
5. Did you say you should like to be *she?*

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3. When *to be* has a subject of its own, both the subject and the following pronoun are in the objective case.

Example:

They took me to be *her.*

Exercise 197

Memorize these sentences.

1. The papers reported *him* to be unwilling to testify.
2. They supposed *us* to be *them.*
3. We believed you to be *her.*
4. They declared *her* to be either *me* or my sister.
5. I should like *you* to be *her.*

***202. Nouns.**—1. A noun is the name of anything. But some words are the names of particular things; as, *John, France, Perkins and Hartung, Society for the Prevention of Cruelty to Animals,* respectively, for a boy, a country, a business firm, an organization. Such words, called **proper nouns,** should be remembered because they must each be begun with a capital.

2. Some nouns are called **collective** because they designate groups. When we think of the group as a unit, the noun takes a singular verb. When the members of the group are thought of, the noun is used in its plural sense and takes a plural verb. But you should not shift from singular to plural.

Wrong:

Write to the bank and ask *them* for credit information.

Right:

Write to the bank for credit information.

Right:

The committee has made its report.

Right:

The committee were unable to arrive at a decision.

3. The words *sort* and *kind* are always singular. Never say *those sort* or *these kind.* Always use the singular modifier: *that* sort, *this* kind.

***203. Possessives.**—Nouns form the possessive by adding *'s* to the singular (*a boy's suit*) and the apostrophe to the plural (*boys' suits*). Where the plural does not end in *s*, both

the apostrophe and the *s* are used to form the plural (*men's suits*). (See also § 220.)

Pronouns, on the other hand, never have the apostrophe in the possessive, even if it ends in *s*. The following are the only correct possessive forms ending in *s*: *its, whose, yours, ours, hers, his, theirs.*

Exercise 198

Look back over your writing to discover five misuses of *those* or *these*, ten mistakes in the possessive of nouns, and ten in the possessive of pronouns. Write out the correct form of each sentence, and explain how you have improved it.

***204. Contractions.**—A frequent cause of error in the writing of the possessive is the apostrophe used in contractions: *it's* for *it is*, *who's* for *who is*, *you're* for *you are*, *they're* for *they are*. *You're* should never be confused with *your*, nor *they're* with *their*, *there*, or *theirs*.

Exercise 199

In the following sentences select the right form, explaining why you think it correct.

1. (Its–it's) time they were coming if they intend to go with us.
2. (Your–you're) surely not going to wear that.
3. (Whose–who's) suit case is that?
4. (It's–its) owner just stepped out of the door.
5. (You're–your) guess may be right.
6. Are you sure (its–it's) his?
7. (There–their–they're) can be no doubt of it.
8. He went, (there–they're–their) sure, to get a taxi.

9. He watched (they're–their–there) faces closely.
10. (Who's–whose) business is it in (your, you're) opinion?
11. (Its–it's) his duty to look after the heating.
12. Is it true that (your–you're) appointed?

Exercise 200

Look over the last two themes you have written, and underline all the places where you have misused possessives or contractions.

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205. Possessive with Verbal.—One use of the possessive is frequently misunderstood. With the verbal, or participial noun in *ing*, the only correct form is the possessive, because a pronoun that modifies a noun must be in the possessive case, and such verbals are always nouns.

Example:

> He didn't object to *Mary's* arriving late, but he did object to *my* leaving early.

Confusion often occurs when the participle is used as an adjective to modify the noun or pronoun in the objective case.

Example:

> They heard a dog *barking* in the street. When they looked they saw him *running* away.

The object of the verb is not the form in *ing* but the noun *dog* and the pronoun *him*. Consequently the possessive form is not needed in such sentences. Think out clearly the construction or relative parts of such a sentence before writing the sentence.

Exercise 201

Which of the two expressions in parentheses is correct? Why?

1. They saw (me–my) coming down the street. [What is the function of the pronoun here?]
2. I have felt the pity of (him–his) coming home alone.
3. Conscientious work will lead to (you–your) being promoted soon.
4. What do you say to (us–our) leaving early today?
5. He learned of (John–John's) being sent to Chicago with all expenses paid.
6. I understand (him–his) declining the appointment, for I met (him–his) coming up the stairs just now. [What is the difference in function of the pronoun in these two places?]
7. You can facilitate (him–his) returning soon by filling out this blank.
8. Why has the president made no mention of (us–our) moving into the new building?
9. I knew all along of (Mr. Dodd's–Mr. Dodd) planning to go east.
10. They caught (the burglar–the burglar's) going out of the window. [What is the function of the pronoun here?]

CHAPTER XXX

CORRECT USE OF VERBS

***206. The Proper Form.**—Verbs are the most important words in the sentence. They are often also the most difficult to use. Not all verbs are difficult. In fact, verbs that form the past tense and the past participle by adding *ed* to the present are easy. For example, nobody misuses *kill, killed, killed.* Unlike these regular verbs, the irregular verbs give a great deal of trouble, for the irregular forms are often confused. For example, the verb *come, came, come* is misused when you say,

He *come* home.

instead of

He *came* home.

You should therefore become so familiar with the forms you are likely to misuse that you will, without thinking which is right, invariably use the right form.

Exercise 202

Practice using the italic forms in the lists below until you never make a mistake. A good way is to take three verbs at a time, and

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[1] Sections 206–209, marked with a star, are to be mastered by first-year pupils. Sections 210–211 are intended for use with second-year pupils.

frame five sentences for each form in italics. Another pupil can then check up the forms that you underline, and point out any that you have misused.

For example, your sentences for *see* might run thus:

I *saw* them.
They have *seen* me.
We *saw* them.
They were *seen*.
He *saw* you.
You have *seen* him.
He *saw* the accident.
They have *seen* the accident.
He has *seen* me.
I *saw* him.

Repeat this exercise until you never make a mistake in any of the forms.

see	*saw*	seeing	*seen*
do	*did*	doing	*done*
come	*came*	coming	*come*
go	*went*	going	*gone*
run	*ran*	running	*run*
sit	*sat*	*sitting*	*sat*
lie	*lay*	*lying*	*lain*
cost	*cost*	costing	cost
buy	*bought*	buying	*bought*
give	*gave*	giving	*given*
begin	*began*	*beginning*	*begun*
ring	*rang*	ringing	*rung*
write	*wrote*	writing	*written*
take	*took*	taking	*taken*
break	*broke*	breaking	*broken*
sing	*sang*	singing	*sung*
drink	*drank*	drinking	*drunk*

Exercise 203

Fill in the blanks in the following sentences with the proper forms of the verb *see* as indicated. If you do not understand clearly the matter of tense, read the next section (§ 207) carefully.

1. He——(past perfect tense) the parade.
2. Climbing to a ledge above the sidewalk, he——(past tense) the soldiers in their trench helmets.
3. "I——(past perfect) many parades, but none like this," he said.
4. He would have——(past participle) more, but a policeman who——(past tense) him ordered him to get down.
5. ——(present participle) that there was no alternative, he jumped down at once.

Exercise 204

You may continue the exercise with the other verbs in the list. You will have to invent a new wording for many of the sentences. Which member of the class has the best set of sentences for each verb?

***207. Tense.**—Verbs by their forms indicate the time when the action takes place.

I *write* a letter.

is a statement that indicates the present. The form that is most often used to emphasize present time brings out more clearly that the action is in progress:

I *am writing* a letter.

In all its forms, the **present tense indicates action in the present time.**

I *wrote* a letter to Mother.

is a statement in which the form of the verb, *wrote*, indicates past time.

I *was writing* a letter when you telephoned.

also expresses past time, but adds the idea that the action was in progress at the time.

I was too busy to study arithmetic, but I *did write* the letter.

likewise expresses past time, but states it more emphatically. In all its forms, **past tense specifies the time as in the past.**

The future tense indicates that the action is yet to take place. For example:

I *shall write* tonight.

Another set of tenses indicates the action completed.

I *have written* the letter already.

indicates that the writing is completed at the time you speak. It is called the **present perfect.**

I *had written* before you asked me to.

indicates that the action was completed by a specified time in the past—the time when you made the request. It is called the **past perfect.**

I *shall have* written the letter before you return.

indicates that the action will be completed at a specified point in the future—the time when you return. It is called the **future perfect tense.**

PRESENT: I write, am writing, do write.
PAST: I wrote, was writing, did write.
FUTURE: I shall write, will write.
PRESENT PERFECT: I have written.
PAST PERFECT: I had written.
FUTURE PERFECT: I shall have written.

In the perfect or complete tenses, do not use the vulgar form *of* for *have*. In rapid speaking we say, "I've been there. I must've been there." But in writing we should spell out *have* in full. Say "could have gone," "would have written," "must have seen."

Three tenses will give you trouble. The past tense should be used when some point in past time is mentioned or thought of:

He *came* yesterday.

The present perfect should be used where the action is complete:

I *have seen* him many times.

The past perfect should be used where the action was completed before a specified time:

I *had spoken* to him when you saw me.

Think of your meaning when you choose a tense.

Exercise 205

Fill in the blanks with the tense indicated. Explain exactly what the time relations are in each sentence.

1. He——(past perfect of *give*) me the book before the teacher saw him.

2. He must——(perfect of *see*) me reading it, but he said nothing.
3. You would——(perfect of *laugh*) if you could——(perfect of *see*) Bob as he slid from his seat.
4. I——(past of *ask*) many questions before I found the way. [What would be the meaning with the past perfect?]
5. He——(past of *ask*) me where I was going.
6. I——(present of *drink*) more water than I ever drank before.
7. I——(present perfect of *sing*) that song many times.
8. I——(past perfect of *ring*) the bell when the teacher asked me to.
9. He asked me where I——(past of *go*).
10. He wouldn't——(perfect of *draw*) the picture if he had known that the boss was looking.
11. When I got home I——(past perfect of *run*) ten blocks.
12. I——(present perfect of *sing*) that song often before now.
13. I——(past perfect of *sing*) that song often before he asked me to learn it.
14. When the boy——(past of *come*) to the cross roads, he——not——(past of *know*) in which direction to go. "——I ——(present perfect of *lose*) my way?" he asked himself. "I——(present perfect of *run*) until I am out of breath," he said to himself, "but I see no sign-post to guide me out of this wilderness. If I——(past perfect of *go*) with the others down the creek, I might now be in safety. But after I——(past perfect of *climb*) to the top of the tree, the directions seemed plain. The path here might——(perfect of *be*) plainer if I had not run so fast." At this point, seeing a wagon approaching, he——(past of *give*) a yell and——(past of *go*) off rapidly to meet it. The driver could ——(perfect of *stop*) easily, but he thought Charlie would clamber in without trouble. He——(past perfect of *drive*) on several feet when he heard Charlie shout to him to stop. Looking back, he——(past of *see*) Charlie picking himself out of the dust. "What——you ——(present perfect of *do*) ?" he asked. "I ——almost ——(past perfect of *climb*) in when I lost my hold and——(past of *fall*) flat on the ground," explained Charlie. He

——(past of *tell*) all about the trip while they jogged along at a leisurely pace. Even then he——(past of *reach*) home before the others——(past perfect of *find*) their way out of the woods. Indeed, he——(past perfect of *finish*) milking the cows before they arrived.

***208. Future Tense—Shall and Will.**—The future tense can imply two different meanings. It can imply that the statement is a simple prediction of the future. It can also imply that you *wish* or *will* or *consent to* or *determine* the coming event. Study these sentences:

1. I *will* not do anything of the kind.
2. I *shall* take a walk in the woods, if it does not rain.
3. He *will* come home by six o'clock.
4. He *shall* go to school, even if I have to lead him there by the ear.

In the first, you have made up your mind about the matter. That is indicated by *will*. In the second, without giving any promise or announcing any decision, you make a simple statement of your plans. That is indicated by *shall*. In the third, you make a simple prediction. As the subject is in the third person, *will* is appropriate. In the fourth, on the contrary, the speaker, probably an irate mother, has determined upon the course of action which her son is to follow. She very properly uses *shall*. We may, then, draw up two tables for guidance in the use of these troublesome words.

SIMPLE FUTURE (Read without emphasis)

I shall go.	We shall go.
You will go.	You will go.
He will go.	They will go.

VOLITIONAL FUTURE (Emphasize *will* and *shall*)
(To express purpose, promise, determination, or command.)

I *will* go.
You *shall* go.
He *shall* go.

We *will* go.
You *shall* go.
They *shall* go.

Exercise 206

In the forms above insert *tonight* after each line. Read the first set without emphasis. Read the second with the emphasis indicated by the italics. Then repeat the forms with *see*, *come*, *sit*, *lie*, *begin*, and *write*.

Exercise 207

Explain exactly what each sentence means.

1. I will go if you will.
2. He will be here any minute now.
3. If you wait a few minutes, the editor will be glad to see you.
4. He shall never enter my house again.
5. They shall be beaten within an inch of their lives.
6. I shall be pleased to receive your check by the first of the month.
7. They will come in when they get tired.
8. He will depart when the word comes.
9. He shall be promoted if he succeeds in placing that order.
10. I will return at five o'clock.
11. He will return by five o'clock.
12. I shall probably return before five o'clock.

Exercise 208

Where you find *will*, insert *shall*, and where you find *shall* insert *will*. What is the change in meaning in each case?

1. "I shall advance," said Marshal Foch.
2. We shall be pleased to receive your certified check for the amount.

3. You will report here before proceeding home.
4. I shall be glad to see you at any time.
5. I will be here at eight o'clock.
6. He will be here before the boat leaves.
7. We shall never forget you.
8. He shall be discharged the next time he makes an error.

***209. Singular or Plural Number of Verbs.**—Some parts of the verbs, particularly the third person of the present tense, have two different forms, one to show that the subject is singular, and the other to show that it is plural. For example:

He does.	They do.
He comes.	They come.

In order to be certain that you are using the right form, it is necessary to know the number of the word used as subject; then the verb must agree with the subject in number. Study these sentences:

One of the boys *is* coming home.
There *were* in the house six *men*.
Both *Mary* and her *sister are* coming.
Neither Mary *nor* her sister *is* coming. [Are both the nouns thought of as the subject of the verb at the same time?]
Were you home yesterday?

In brief, watch:

1. The subject that is separated from its verb by a modifying phrase.
2. The subject that follows its verb.
3. The subject that is compound, joined by *and*.
4. The subject that is compound, joined by *or* or *nor*.
5. The subject that is a pronoun of the second person.

Exercise 209

Fill in the blanks in these sentences with the proper verb form in the present tense, explaining in each case why you select the form you do.

1. I don't care if he——(do) not like it.
2. There——(run) in that valley a silvery stream.
3. By the roadway——(stand), a little to one side, an abandoned prairie schooner and a rusty plow.
4. Either the Gismond shop or the Elite——(keep) that brand.
5. He tried to find out where you——(to be) on Saturdays.
6. In what way——(be) the pink, downy, and luscious peach and the red, smooth, and hard apple to be prepared for the table?
7. Is it true that he——(do) not pay his bills promptly?
8. It is soon discovered that neither the old gentleman's will nor his prosperous son's insurance——(provide) for the little girl.
9. He shouted, "It——(do) not make any difference!"
10. He complains that we——(to be) not treating him fairly.

Exercise 210

Read your recent themes very carefully and collect examples of the failure of subject and verb to agree. Place these on the board, with the correct form immediately below. The class can discuss the reason for each change.

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210. Troublesome Cases of Shall and Will.—There are two rules about *shall* and *will* that are given in books but are not consistently followed in practice. Study them and listen to the language you hear to see whether they are followed.

1. In questions use the form you expect in the answer.

Shall you be at home tonight?

Shall is used because you are asking about a fact. If you were trying to get a promise, you would ask,

Will you be at home?

2. In a sentence containing an indirect quotation, use the form that the speaker would have used. A pupil reports to a classmate the words of a teacher. The teacher said,

No, John *will* not fail.

The pupil reports,

Miss Brown says you *will* not fail.

using *will* because it represents the form employed by the teacher. If the question had been one of permission to go home, the teacher would have said,

He *shall* not go home.

The pupil would report,

Miss Brown says you *shall* not go.

using *shall* because it represents the form used by the teacher.

3. Another rule of more importance is: *Should* and *would* follow in general the rules for *shall* and *will*. They are, in fact, a kind of past tense for *shall* and *will*. *Should* sometimes expresses duty or obligation of some kind, as in,

He *should* know better than that.

Would expresses habitual action, as in,

He *would* come in at ten o'clock and leave at once.

Exercise 211

Fill the blanks so as to bring out the meaning you think intended. Not only the three uses noted just above, but those in § 208 should be borne in mind.

1. ——you do us a favor?
2. This information——better enable us to serve you.
3. We——appreciate the favor if you——answer just as fully as you can the questions on the reverse side of this sheet.
4. This——be a move in the right direction if it were printed at regular intervals on the paper.
5. We——like to know your frank opinion of the idea.
6. If you will kindly check the enclosed postal, we——know just how you feel about the matter.
7. If it doesn't,——you not be interested in a system that——?
8. You——be placed under no obligation to have our representative explain what this system——do for you.
9. I——be glad to discuss this matter in such detail as you may wish.
10. ——you not let us tell you more about this latest typewriter development?
11. ——we go upstairs or remain in the office?
12. We feel quite sure you——find a visit here thoroughly enjoyable, and certainly we——do everything possible to make it so.
13. We——be glad to make reservation for you at any time.
14. What——we do next?
15. If there are any questions you——like to ask us, please do not hesitate to write.
16. We——be pleased to answer any questions you may put to us.
17. He——go home immediately from the office. (To express duty.)
18. He——sit in the anteroom, looking vacantly out of the window.
19. I——like to leave early, but I suppose there is no chance.
20. What——you do in my place?

21. Where——I go if you do not arrive on time?
22. Even if he——be deprived of the title, he would still continue to fill the position.

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211. Verb in "If Clauses."—The use of the verb in certain *if clauses* should be watched closely. Study these sentences:

1. If I *were* you, I should remain at home today.
2. If the manager *had been* on hand, there would have been no loss.
3. I wish you *had been* here.

In the first two, the supposition is contrary to the actual state of affairs. In the third, you wish something that did not happen. These untrue or contrary-to-fact expressions require *were* or *had been* always.

Exercise 212

Fill in properly the blanks in the sentences below:

1. If I——in his place, I should stick to the job.
2. He wished he——a thousand miles away.
3. What if she——on time? Would that have helped?
4. If he——a little more alert, he might rise rapidly.
5. He thought that if his employer——more considerate he might have developed into a useful clerk.
6. If the price——lower, I should have bought a dozen bunches.
7. If he——made superintendent, the whole force would quit.
8. He would have entered the business, if his mother——willing.
9. She often wished that she——a man.
10. You would be a very helpful clerk if your mother——willing for you to learn typewriting.
11. If I——there, it would never have happened.

12. He acted as if he——angry.
13. As if it——not enough to raise prices, he proceeded to discontinue some lines altogether.
14. If he——coming at all, he would have arrived before this.

Exercise 213—Review

Fill in the blanks with the proper forms of the verbs indicated.

DO

1. He——not like to study.
2. He has——nothing but run errands since morning.
3. He will——as he pleases in spite of all you can say.
4. ——as one pleases is not good for one's character.
5. He will have——nothing about it before Christmas unless an earthquake shake him up.
6. He——it because he was directed to.

COME

1. What did you——here for?
2. ——upon them suddenly, he scattered them like leaves before the wind.
3. When he——here, he hadn't a cent to his name.
4. He had——from a great distance.
5. Calling me by name, he said, "I have——."

GO

1. I——home in the dark that night.
2. I had——only a few paces before I——(past of *see*) a black object.
3. ——up to it all in a tremble, I gazed at it steadily.
4. "What have I——and done?" I cried as I kicked at it.
5. It was a dead horse that had fallen in his tracks as he was ——to the next town.

RUN

1. I——(past tense) away over the white, yielding sand as fast as I could.
2. I thought I could hear the horse——after me.
3. When I had——until I was out of breath, I stopped to listen.
4. "——on, you coward," something within me seemed to say.

SIT

1. I——(past tense) down to listen more intently.
2. When I——(past perfect tense) there for four or five minutes I——(past of *see*) something moving down the road.
3. It appeared to be an automobile with a white object——(present participle) at the wheel.
4. I should have——(past participle) there till this day if the driver had not stopped because of the sand.
5. I——(past of *run*) down to where he was——(present participle) motionless.
6. He would have——(past participle) there forever if I had not shown him how to drive out.

LIE

1. I was——(present participle) down when the bell rang.
2. I——(past tense) there for a few minutes, wondering what it was.
3. "If you——(present tense) here much longer, you may never find out," I said.
4. But I must have——(past participle) there longer than I thought.
5. When I got to the door I found that I——(past perfect tense) there too long.
6. If I——(past perfect) here quietly, I should have been rested.

Exercise 214

You can prepare similar exercises for the other verbs in the list on page 354. This kind of drill may be repeated every day or week

until you never make a mistake in either speaking or writing. If your speaking or writing shows errors in other verbs, the drill should take them up too until you habitually use the right form.

Exercise 215—Review

Fill in the proper forms in the following sentences, explaining why you select the forms you do and what the forms mean.

1. I said that he——(past perfect of *take*) the pencil from my desk.
2. He ought not to——(past infinitive of *do*) it without your permission.
3. You——(to express duty——*rise*) above your disappointments.
4. The boy, somewhat frightened,——(past of *rise*) quickly, but said not a word.
5. "I——just——(present perfect of *break*) my pen," he finally stammered.
6. "What do you mean?" I——(past perfect of *say*). And he ——(past of *say*), "It's hard for you to understand anything that occurred so long ago."
7. The pipe——(past of *burst*) late last night, but I didn't think it would leak much.
8. I——(future of *write*) forty letters today.
9. Oh, no, I——(present perfect of *become*) used to such matters since the manager left.
10. I——(present perfect of *drink*) ten glasses of water since morning, and I'm still thirsty.
11. The principal may——(present perfect of *ring*) the bell yesterday, but it was Miss French who——(past of *ring*) it today.
12. She——(past of *bring*) me a beautiful rose from the garden yesterday morning, and now she——(present of *bring*) some carnations.

CHAPTER XXXI

CORRECT USES OF OTHER PARTS OF SPEECH[1]

***212. Proper Adjectives.**—Adjectives modify nouns. The only ones that give much trouble are those derived from proper nouns; for example, *English*, from *England*, *Belgian* from *Belgium*. Note that the form is different from the noun form, but that the adjective, like the noun, is spelled with a capital. The noun should not be used as an adjective.

Exercise 216

Insert in the following sentences the correct adjective for the noun indicated.

1. I have already written my——(England) lesson, but I don't know when I can begin the——(France).
2. He was a poor——(Belgium) who had lost a leg in the war.
3. What do we care if the——(China) do leave? But I should hate to see the——(Scandinavia) return home.
4. The——(Belgium) children suffered tortures in the war.
5. He was a——(Texas), but not a cowboy.
6. Is he a——(South) or a——(West)?
7. The——(Canada) are all right, but——(England) customs seem strange.
8. He studied business——(England) for a year, though all his dealings were with a——(South America) house.

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[1] Sections 212–214, marked with a star, should be mastered by the pupil before he goes forward to other matters. Sections 215–217 should be deferred to the second year.

9. It was a——(Belgium) ship that entered the port to escape from a——(Germany) corsair.
10. What hope can you have of succeeding in business without ability to use language that will influence the——(America) business man?

***213. Adjective or Adverb.**—The place where the adjective gives most trouble is where it follows the verb. For there it may be confused with the adverb, which modifies the verb. Most adverbs are formed by adding *ly* to the adjective form. In most cases the distinction between adjective and adverb is so clear that to misuse the adjective puts you down as ignorant.

Example:

The sun rose *bright.*
The sun rose *quickly* above the hilltops.

In the first *bright* modifies *sun.* It tells us how the sun looked while it was rising. In the second, *quickly* modifies *rose,* by telling us how the sun rose. Always make sure, then, how the word following the verb is used, whether it modifies the subject or the verb. Be particularly careful with verbs of the senses, *taste, feel, look, smell, sound,* and the like.

That pie tastes good.

is correct, because *good* refers to *pie,* not to *tastes.*

Another trouble is in the word modifying an adjective.

NOT: She's a *real* good typist.
BUT: She's a *very* good typist.

Exercise 217

Which of the words enclosed in parentheses is correct, and why?

1. He (sure–surely) does like to brag about his firm.
2. That letter isn't (near–nearly) short enough.
3. He fell (deep–deeply) in love with her before summer was over.
4. Why are you playing (bad–badly) tonight?
5. The letter-head is printed (neat–neatly).
6. She thought he was (near–nearly) dead with fright.
7. That sounds (ridiculous–ridiculously) to me.
8. Are you keeping the right-hand margin (even–evenly) ?
9. She looks (fine–finely) this morning.
10. It seems to me that you write very (slow–slowly).
11. That apple tastes (sour–sourly) to me.
12. I write as (quickly–quick) as you do.
13. How (clear–clearly) he dictates! I never miss a word, because he is always (sure–surely) of himself, and talks (steady–steadily) but (smooth–smoothly) right to the end.
14. The car was going so (swift–swiftly) that the passengers began to feel (queer–queerly). In fact, things began to look (serious–seriously) when the motorman called out (loud–loudly): "Whoa there, Betsy; slow down!"
15. He figures (good–well), but his writing is simply (beautiful–beautifully).
16. Did you say you could (sure–surely) come?
17. She's a (real–very) nice girl, I know; she writes (fine–finely), and does all her work (good–well), but I'm (real–very) much disappointed to hear that the manager promoted her so (quick–quickly).
18. Can't you work (quicker–more quickly) this morning? Of course, we want the work done (nice–nicely) but you needn't deal so (gentle–gently) with those bundles. Treat 'em (rough–roughly) ! Silk goods won't break.
19. "That sounds (good–well)," said he, looking (bitter–bitterly) "but do you feel (sure–surely) that that fruit will smell as (sweet–sweetly) after it has lain in the cellar a month?" "(Sure–surely)," replied the agent.

20. He looked (sad–sadly) out of the window at the rain, but at length he went (quiet–quietly) back to his desk, where he grew (contented–contentedly) once more.

***214. Double Negative.**—The negative gives untold trouble until you form the right habit. There is a temptation, to which boys and girls are particularly subject, which must be resisted. That is the use of two negatives. Both of the following sentences are correct:

Tell me no lies.
Don't tell me lies.

Exercise 218

The class may appoint a committee to take down all cases of the double negative and to report them, with the proper form. When negatives are no longer misused in the class, the committee may extend its activities to the playground. The members on the committee ought to be changed from day to day, or from week to week, until every member of the class has served.

215. Prepositions and Conjunctions.—Note the words in brackets in these sentences:

The dog jumped { over / under / upon } the table.

I took it { to / from / after / before / behind / beyond / for } my brother.

These words are called **prepositions.** They are here used to show the relation of the word *table* to *jumped* or of *brother* to *took*. *Table* and *brother* are called *objects* of the preposition. Now prepositions always show the relation between this object and some other word in the sentence. You should choose the preposition that will express this relation exactly. Notice the difference whether the dog jumps *under* the table, or *upon* it, or entirely *over* it. What are the differences of meaning conveyed by the prepositions in the second sentence?

The following list includes the commonest prepositions.

about	below	from	through
above	beneath	in	to
across	beside	into	under
after	between	like	up
against	beyond	of	with
among	but (except)	off	within
around	by	on	without
at	during	over	
before	except	round	
behind	for	since	

Exercise 219

From this list fill the blanks below with as many different prepositions as you think will fit. What is the difference in meaning in each case?

1. The soldiers marched —— the square.
2. Her report card was discovered —— the sideboard.
3. He went —— the minister.
4. The robbery was committed —— the concert.
5. The accident occurred —— the gymnasium.

The proper meaning of a preposition can be learned only by careful study of a large dictionary or a book of synonyms.

Exercise 220

Frame sentences which will bring out the distinctive meaning of each preposition in the following list. Where a verb is given, the verb should be used with each preposition.

at, in
beside, besides
between, among, amid
from, off (note the errors the class commits)
in, into
on, upon (note the misuses of *on*)
round, around, about
agree to, with, upon
argue with, against
change for, with
contend with, against
confide in, to
compare to, with
connect with, to
come up with, to
correspond with, to
depart from, for, at, on, in
disappoint in, on
differ with, from
hang on, from, to
join with, to, in
live at, in, on
part with, from
talk to, with, of
speak to, with

---

216. Pronouns After Prepositions.—Many mistakes are made in the objects of prepositions, particularly pronouns. The only proper forms after the preposition are *me*, *him*, *her*, *us*, *them*, *whom*, and their compounds. The trouble usually comes where the preposition has two objects—as in, *between you and me*. In this case *me* is just as much an object of the preposition as *you* is.

Exercise 221

In the following sentences choose the correct form of the words within parentheses. Prove that your choice is correct.

1. The details were settled by the secretary and (I–me).
2. He requests permission to call on you and (I–me).

3. The tickets are for mother and (I–me).
4. We prepare our lessons with her sister and (she–her).
5. (She–her) and her sister came to school this morning with my brother and (I–me).
6. The announcement was to be made by the president or (I–me).
7. Everybody is going on the picnic except (he–him) and (I–me).
8. The quarrel between his elder brother and (she–her) led to a fight.
9. Do you expect all the work to be done by (he–him) and (I–me) ?
10. All but you and (I–me) have gone home already.
11. Quiet girls like you and (she–her) should succeed as secretaries.
12. They kept still for the sake of his father and (he–him).
13. Between you and (I–me), I think they did wrong.
14. They called to my companion and (I–me).
15. Everyone protested but (they–them) and (me–us).
16. The manager sent for (he–him) and (I–me), but not you and (she–her).
17. They discovered that his brother and (he–him) had never been out of the city.
18. Uncle went downtown today to buy a bicycle for (she–her) and (I–me).
19. All have handed in their reports except (he–him) and (I–me).
20. That novel appeals not only to grown-ups but to (we–us) girls.
21. (Who–whom) do you take me for ?
22. He invited (they–them) to go with mother and (we–us).
23. (Who–whom) did he send you to?
24. He asked (who–whom) was the man across the street.
25. He asked (who–whom) the contract was between.

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217. Preposition or Conjunction.—Prepositions and conjunctions are sometimes confused. (For conjunctions, re-

view pages 321, 322). *Like* is never a conjunction. Consequently, **never use a verb after "like."** If the expression is one requiring a verb, use *as* or *as if* to introduce the clause. This distinction is brought out in the following sentences:

He writes a hand like mine.
He writes as if he were crazy.

Than is not a preposition but a conjunction. But the clause which it introduces, like many of the clauses which *as* introduces, is left incomplete because a part of it can be so easily supplied by the reader. The following sentences are correct:

He writes faster than I [do].
He writes as fast as I [do].

Exercise 222

Insert the proper forms in the blanks below.

1. You act (like–as) a clown.
2. You cannot write (like–as) your brother can.
3. Are you taller than (I–me)?
4. Nobody knows less about a typewriter than (me–I).
5. He sharpened the pencils just (like–as) he was told to do.
6. You were nearer the door than (she–her).
7. He has a voice (like–as) his father's.
8. The boys found employment earlier than (she–her).
9. I shall select him rather than (she–her).
10. I hope you will laugh over the story (like–as) I did.
11. He talks exactly (like–as) you.
12. You always arrive earlier than (he–him).
13. No one congratulated him more heartily than (I–me).
14. She has a winning smile (like–as) her sister.
15. That cartoon in *The Magpie* looks (like–as) him.

16. For old gentlemen there is no game (like–as) golf.
17. I am not so popular as (she–her).
18. He is brighter than (I–me), but I try harder than (he–him).
19. If you do (like–as) he does, you will not be promoted at all.
20. You are not as tall as (she–her), but she hasn't bright eyes (like–as) you.

CHAPTER XXXII

SPELLING[1]

***218. Spelling Demons.**—When you come to write for your employer, or for yourself, you may be discharged or laughed at because of your misspelling. Every business man expects you to spell correctly the common words. Strange to say, the words you will have most trouble with are the commonest. Master the correct spelling of them first.

Exercise 223

1. Let a member of the class dictate today the words in the first of the following lists. Tomorrow let some member dictate the words in the second list. Proceed in that way until you have mastered all the lists. After writing each list, compare your spelling with that in the book. What per cent have you spelled correctly? What per cent has the class as a whole spelled correctly? Are you better or poorer than the average of the class?

2. Copy down in a page of your note-book all the words in these lists that you have misspelled, under the title, "Words to Watch." Read the list aloud, noting the syllables. Add to it from the words misspelled in your letters and other writing. Possibly your teacher will dictate them to you once a week, so that you can see how well you are learning to spell them correctly.

---

[1] As in previous chapters, the star indicates that the matter which bears that mark should be mastered in the first year.

(a)

any
does
first
goes
here
know
many
much
off
some
such
there
they
too
very
went
where
write
wrote

(b)

again
asked
been
buy
coming
cried
dear
done
dropped
every
having
hear
heard
knew
making
near
once
only
running
school
shining
stopped
sure
taking
their
threw
told
tried
two
when
which
whole
whose
writing

(c)

afraid
all right
almost
already
always
asks
beginning
color
could
doctor
early
easy
enough
father
forty
friend
have (*not* "of" known)
its
loose
lose
loving
new
none
often
people
quite
says
should
shows
speak
though
together
truly
until
women
would

(d)

across
also
among
before
believe
built
business
busy
can't
choose
don't
easiest
fourth
hour
instead
just
losing
meant
minute
piece
pleasant
ready
receive
Saturday
seems
sentence
straight
through
Tuesday
tired
weather
week
Wednesday
written

(e)

answered	either	replied	useful
break	except	since	wear
country	half	stretch	whom
didn't	isn't	tear	without
different	perhaps	toward	
doesn't	really	trouble	

(f)

certain	laid	separate	tries
crowd	led	speech	whether
describe	library	stories	won't
hoping	paid	studies	wouldn't
hurried	said	surprised	
ladies	sense	thrown	

(g)

chief	enemy	judgment	probably
copied	finally	lies	read (past)
description	foreign	lying	respectfully
destroy	generally	necessary	seize
disappointed	government	pretty	sincerely
disagree	grammar	principal	

(h)

accept	dollar's worth	lady's	opened
at last	easily	ninth	preferred
definite	immediately	occasion	usually
divide	Jones's	occurred	

---

219. Rules.—When you are uncertain of the spelling, the following rules will frequently come to your aid.

*1. Drop final silent *e* before a suffix beginning with a vowel

come + ing	coming
sense + ible	sensible
move + able	movable

*2. Keep final silent *e* before a suffix beginning with a consonant.

hope+ful	hopeful
immediate+ly	immediately
extreme+ly	extremely

Exceptions are: *argument, duly, ninth, truly, judgment.*

*3. In words ending in *ce* and *ge* keep the *e* before a suffix beginning with *a* or *o*, in order to preserve the soft sound of *c* and *g*.

noticeable	advantageous
courageous	vengeance

4. Keep final *y* preceded by a vowel when adding a suffix.

stay	stayed
journey	journeys

5. When final *y* is preceded by a consonant, change *y* to *i* before a suffix beginning with any other letter than *i*.

busy	business	fly	flies
lucky	luckily	lady	ladies
easy	easier	duty	dutiful

*6. The most troublesome combination is *ei* or *ie*. Expect *i* to come before *e*, as in the jingle:

i before *e*
Except after *c*,
Or when sounded as *a*,
As in *neighbor* and *weigh*.

The words *Alice* or *lice* may help you, because the *l* and *c* are both followed by the letter they are followed by in spelling other words. For example, *believe* and *receive*.

There are two sets of exceptions to the rule, "*i* before *e*";

(a) *Either, neither, seize, weird, leisure, inveigle.*
(b) *Friend, view, handkerchief, mischief, fiery, financier, sieve.*

These should be memorized and repeated every day, until you never make a mistake in using them.

7. Monosyllables and words accented on the last syllable, ending in a single consonant preceded by a single vowel, generally double the final consonant before a suffix beginning with a vowel. This rule is very important in forming past and present participles.

Stop, stopped, stopping
Prefer, preferred, preferring

You must always think of the accent when you apply this rule. *Open*, for example, ends in a single consonant preceded by a single vowel, but the accent is not on the final syllable in any of the words formed from it; as, *opened*, *opening*.

Exercise 224

*You can help each other to become good spellers, if the teacher will act as umpire. Let her send ten or fifteen to the board, each of whom will number the section of the board at which he stands. Then let one pupil after another of those remaining at their seats read a sentence, until the board is filled. Then the pupil who read the sentence will judge whether there are any misspelled words in the sentence which he read. Those at their seats can then take the places at the board, and write from dictation. Each pupil will put down in his "Words to Watch" list all words that he misspells.

1. *Dining*, *writing*, and *hoping* for a check on the morrow, he was yet *sensible* of *having* small ground for hope.
2. The *argument* was *duly* prolonged till the *ninth* inning, when the prospects *truly* became more *hopeful immediately*.
3. It was *noticeably advantageous* to remain on *peaceable* terms with the *changeable* and *truly unmanageable* foe until he had lost his thirst for *vengeance*.

4. The *boys*, as they walked down some green *alleys* past cages of *monkeys*, thought of *journeys* and *plays* and other strange subjects.
5. *Luckily* the *business* they were sent on did not rest *heavily* on them, for they easily forgot their *families* in *remembering* the *stories* they had read in books.
6. I *believe* he *grieved* for his *niece* who was lost in the *fierce siege* of Antwerp.
7. "If I am not *deceived*," said the *financier*, "I have *received* an order for 10,000 square feet of *ceiling*."
8. One of the *fiery freight* handlers threw a heavy *weight* into the *sleigh* without *inweighing* against the railroad.
9. A *foreign sovereign*, intending to stir up *mischief* among *friends*, sent a *sieve* to one, a *handkerchief* to another, and a *counterfeit* coin to the third.
10. Either *seize* the *weird* creature and allow him no *leisure*, or I shall be forced to leave *neither* of you alive.
11. *Hoping* for a *striped* jersey, he *planned* a *hopping* contest which should continue until he had *dragged* every student out to it.
12. *Rolling* a cigarette of the tobacco he *preferred*, he *referred* to a *battle-scarred* veteran who had *scared* him at the *beginning* by *omitting* to bow.
13. The battle had *occurred* as they were *compelling* those who had *rebelled* to submit themselves to the governor-general.
14. *Suffering* at the *opening* of the game from having *traveled* without *written* permission, he offered to forfeit the match to escape detection.
15. But at last he *accepted* the *disappointment* of not *banqueting* in the *dining*-car, and bought a *dollar's worth* of cookies *immediately* after the *decision*.

Exercise 225

Keep a list of the words coming under each rule. At the end of the week, write out five sentences for each rule. Let each sentence contain as many words under the rule it illustrates as you can put in. After the first few sentences you will find it a very interesting game.

***220. Possessives.**—The proper spelling of possessives is very important in business writing. Always remember the simple rule that the possessive singular is formed by adding the apostrophe (') and *s* to the noun; as, *the lady's slipper, a boy's cap, Mr. Jones's horse.* The apostrophe comes *before* the *s*. In the plural possessives use the apostrophe alone; that is, the apostrophe comes after the plural ending. For example, *ladies' gowns, boys' caps, the Joneses' manners.*

Of course in a few forms the plural does not end in *s*. Consequently, the possessive of such plurals would be formed by the apostrophe and *s*; for example, *men's hats.*

Never use the apostrophe in forming the plural of nouns; e.g., *the ladie's were planning a bridge party. Ladie's* is inexcusably wrong.

In firm names, the apostrophe and *s* are placed after the complete name; as, *Pierce and Hartung's hardware store.* The expression *John's and Mary's bicycles* would mean that each owned a bicycle.

Exercise 226

Read over five or six of your themes and letters to detect mistakes in the use of the apostrophe. Write out each sentence with the correct form, and bring the list of sentences to class.

Exercise 227

The following lists consist of words that are particularly troublesome to high school students. Some of them represent the rules studied above. Write them list by list, from dictation, as in Exercise 223 until you never misspell a word.

(a)

affect (a verb)	benefit	hopeful
altogether	description	successful

nevertheless
without
angel
argument
ninth
truly

despair
effect (usually a noun)
whether
one's
another's
other's

useful
in fact
in spite
at last
all right
cries
replies

(b)

athletics
address
approach
arrive
supplies

changeable
noticeable
peaceable
unmanageable
vengeance

lose
move
prove
lying
tying

(c)

amount
around
arouse
imagine
imitate

opinion
com+mit+tee
mean+ness
drunken+ness
re+col+lect

re+com+mend
possibly
preparation
separation
separate

(d)

arrangement
definitely
safety
surely
curious
famous
generous

mysterious
religious
suspicious
unconscious
victorious
guard
luckily

happiness
loneliness
its
hers
yours
their

(e)

accustomed
apologize
particularly
disturb
originally
similar
view

captain
villain
village
corner
quarter
enthusiastically

grammatically
practically
occasion
occasionally
accidentally
especially

221. Business Terms.—You will be more valuable in any business position if you know the terms peculiar to business. These terms may be studied in two groups. One set is peculiar to some particular kind of business, as the coal business, for instance, or railroading. If you enter an office handling such business, you should try to learn the exact meaning and spelling of every unfamiliar word. Of course, a book like this cannot give you much assistance in that matter. The other set of terms involves the fundamental activities of business life. Again, you should learn the spelling and exact meaning of each term. The lists below are a good beginning.

Exercise 228

Let a member of the class dictate to the other members the words in one of these lists today. After writing it out, compare your spelling with that in the book. Those that you misspell you should study carefully for tomorrow. You should likewise check those whose meaning you do not understand. Tomorrow you should give the meaning and the spelling of each word. These two exercises can be repeated the next week with the second list, and so on until the complete set is mastered.

(a)

acceptance	assign	chassis
accommodation	attest	clientele
accountant	attorney	collateral
acknowledgment	audit	collectible
affidavit	bona fide	competitor
analyze	bulletin	confirmation
arraign	certified	

(b)

consign	delinquency	facilities
contract	deponent	feasibility

copyright
corporation
credit
default
defendant
depositor
depreciate
discount
economics
embargo
finance
fluctuating
foreclosure
freight

(c)

guarantee
honorarium
indorsement
injunction
intestate
inventory
investment
invoice
issuance
jobber
judgment
ledger
liabilities
litigation
maintenance
maturities
mortgage
notions
partisans
prestige

(d)

procedure
protest
reciprocate
rectify
reimburse
remittance
riders
scanners
security
staples
speculation
statistics
statute
stipulated
subpoena
tracer
transit
treasurer
usury
utilize
voucher
versus
warranty
way-bill

***222. Hyphen.**—Two features of spelling will trouble you often when you get into business. One is using the hyphen in compound words. Use the hyphen with compound adjectives; as, the *red-haired messenger*, a *two-dollar ticket.* The tendency now is to make words solid. If you feel pretty sure the word needs a hyphen, look it up in the dictionary. That is the only trustworthy guide.

The other matter is the dividing of a word at the end of a line. The only rule is: **Divide so that you can pronounce each part separately.**

Exercise 229

Write to the Russell Sage Foundation, 130 East 22 Street, New York City, for publication E139, "A Measuring Scale for Ability in Spelling." The charge is 5 cents. It contains one thousand words. If you can spell all of them, you will have little trouble in business spelling.

CHAPTER XXXIII

ESSENTIAL USES OF CAPITAL LETTERS AND PUNCTUATION[1]

223. Capitalization.—Our language has habits, just as you have a habit of holding a pen. If you do not observe these habits, you will be thought ill-trained or uneducated. One of these habits is the use of capital letters at certain points.

*1. Begin with a capital the first word of every sentence, the first word of a formal resolution, the first word of every direct quotation.

A salesman must have both tact and good humor.
Resolved: That salesmanship is a natural gift.
He replied, "You forget the necessity of persistence."

*2. Begin with a capital every proper noun and adjective, including days of the week, months of the year, holidays, official titles, words denoting relationship, etc.

The greatest of the French generals was Marshal Foch.
The South made millions out of cotton during the war.
(But: He lives twelve miles south of Charlotte.)
Tuesday, May sixth, was declared Liberty Day, in honor of the Seventy-seventh Division.
Vice-Admiral Sims addressed the meeting.
Your uncle was present, but Aunt Mary and Sister were detained by duties at home.

[1] As before, the star indicates that the rules should become second nature with the first-year pupils. All other rules should be deferred to the second year.

You should observe that titles are capitalized only when they are used in connection with names; as,

Three *generals* were present.

but

The children greeted *General* Pershing.

Names of relationship are never capitalized when used with a possessive pronoun; as,

Your *uncle* said so.

but

Let me see, *Uncle.*

Business spells with a small letter a good many terms like *oriental rug, turkey red,* and other common articles of trade.

3. Begin with a capital the chief words in titles of books.

He bought a copy of "The Principles of Salesmanship."

4. Begin with a capital the first word of every item or heading in lists or outlines.

Remittances may be:

1. Silver and stamps
2. Postal money-orders
3. Express money-orders
4. Checks
5. Bank drafts

224. Punctuation.—Punctuation is needed to make your meaning clear immediately. What can you make of this?

put me into the hampstead bus she said what's the number I've forgotten Im a bit off my head why are you alone why did not your mother come we wouldn't have her nor anybody don't you understand of course you don't you will some day.

To enable the reader to get your meaning with the least trouble, follow these rules, which are very generally understood by readers.

***225. The Period.**—Use the period:

1. To mark the end of a declarative or an imperative sentence.

The salesman meets two kinds of objections.
Distinguish between honest objections and trivial excuses.

2. To indicate an abbreviation.

Dr. Hughes
Messrs. Gordon and Dillon
Fifth Ave.
Tenth St.
One doz. eggs
Miss is never an abbreviation, nor are expressions like *1st*, *3rd*.

***226. The Question Mark.**—Use the question mark:

1. To indicate the close of a direct question.

***227. The Exclamation Point.**—Use the exclamation point:

1. To mark the close of a sentence that expresses strong feeling.

Call it anything you want to. This is what people want!

2. To indicate the force of interjections or exclamatory phrases.

Oh, no! It will all go out as No. 1.
"A home run!" shouted the coach from the side lines.

228. The Comma.—When you have learned to mark the end of every sentence, study the way in which to indicate to

the reader's eye the parts of it. Make the parts stand out so clearly that he can grasp the meaning at the first glance. The most useful mark you can employ will be the comma.

*1. Place a comma before the conjunction to separate the clauses of a compound sentence. Certain conjunctions are particularly important: *but, as, so, for, and.*

I was familiar with the whereabouts of this ditch, but under the circumstances I naturally forgot it. I did not intend to give myself up, so after a few seconds I jumped out from behind the tree.

My fall was particularly fortunate, for otherwise one or both of the shots might have hit me.

I ran only a short distance, as I was loaded down with the heavy Russian overcoat.

By that time I had got probably six or seven steps farther, and he fired.

Exercise 230

Punctuate the following correctly, giving the reason in each case:

1. The Poster Squad must be made up of workers and good willing letterers are always needed
2. The exceptional person begins at an early age his preparation for a definite career and he continues it until he reaches the goal
3. Few college students have at graduation well-defined plans but those who go to work at an early age soon come to look at life more seriously
4. The thoughtful young man sees that the occupations for which little training is required offer no future so he tries to learn what kind of education is most desirable
5. This is a hard task for he is perplexed by appeals from business and correspondence schools which are operated for profit

6. He could not go to college to become a civil engineer so he consoled himself with a remunerative position in business
7. You never saw a negro working in a Chinese laundry and I don't believe you ever will
8. You will enjoy Ocean Nook for there you can do the very things you like to do when you forget business
9. Another point that is overlooked is the fact that large sums are spent in securing new business but the appropriation for keeping the old customers is so small that it becomes quite negligible
10. Complaints that are obviously justified should individually and collectively be called to the attention of the clerks who were responsible for them for they provide worthwhile experiences in all cases
11. Usually the customer has a grievance and this very attitude on his part makes it imperative that the correspondent use the utmost care in handling the situation
12. His house was burned, so he had taken refuge in the little house at the bridge

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*2. Use the comma to set off *yes*, *no*, and all nouns of address.

Yes, the best values in town are at Hunter's.

You will agree, Mr. Brown, that we have been very considerate.

Exercise 231

Punctuate these sentences correctly, giving the reason:

1. Yes chops were almost always properly broiled.
2. Boys your part is not a small one.
3. No you are heading directly into the German fire.
4. We can well understand Mr. Kicker how you feel about the dyes in the last shipment of sweaters.
5. Another thing gentlemen is equally important.

*3. Use the comma to separate words or phrases in a series. If the conjunctions are all expressed, no commas are needed, but if only the last conjunction is used, both the comma and the conjunction are needed between the last two members of the series.

He traveled along gravel roads, through lighted cities, over woody mountains.

To be punctual, willing, and industrious was his constant effort.

In one day he lost a knife, a compass, a box of matches, and a purse full of coins.

In firm names the comma usually does not appear before *and Company* as, Browning, King & Company.

Exercise 232

Punctuate these sentences correctly, giving the reason for all marks:

1. The president called me into his office asked me fully about my plans expressed his interest in my future and then offered to place me in charge of a new department.
2. The firm is active strong growing is rapidly advancing its business and has connections with the leading employers in New York.
3. Shall I give up my early laudable and long-cherished plan of going to college?
4. The question was submitted to a group of experienced cold hard-headed business men.
5. You can write a letter for a theater a park a summer resort a boat trip a tour by land that will do the work every time.
6. Tennis bathing fishing side excursions to nearby points fill up the days and the ocean-cooled nights make sleeping a pleasure.

7. It is healthful she can use it at any time it doesn't spoil it's for the emergency it's easily digested.
8. Some carry on adjustment correspondence in such a precise legal cold-blooded manner that the whole smacks of court procedure.
9. The adjustment correspondent should be acquainted with business methods in general use with the complete manufacturing process the general systems of transportation and the use to which the products are placed.
10. Play to learn self-control generosity in victory manliness in defeat.

---

*4. Use commas to separate words or phrases in apposition. Note that the commas are needed on *both sides*.

Chicago, the largest city between the Alleghanies and the Rockies, is the natural center of the Middle West.

Exercise 233

Punctuate these sentences properly, giving the reason for every comma:

1. He a young business man with a business future before him was advised to go to college.
2. That day the day when his four years of studious industry had culminated in an engineering degree he received an excellent position with a construction company.
3. Now pity has no place in business not pity as we look at it from a charitable standpoint.
4. In that day you the boys of this day are to be the responsible voting citizens.
5. Refugees most of them women were hurrying by in every direction half-dressed only half-sane and horribly afraid.

*5. Use the comma to set off participial and other adjectival phrases when they are used appositively. Of course, when such phrases modify the noun or pronoun closely, they are not set off. Remember, too, the caution to use commas on *both sides*.

The barn, standing in a pasture by itself, enabled me to escape the rain.

The overcoat, similar in style to that of a German officer, was a good disguise.

Exercise 234

Punctuate these sentences properly, giving the reason for every comma:

1. Every foreign mainspring being an individual spring of uncertain temper makes the watch a liability.
2. We spent two days making the journey calling at villages on the way and arriving at our destination late in the afternoon.
3. He sat for five minutes thereafter blinking at the interloper like an exasperated white-haired owl.
4. The young engineer having worked another four years was succeeding far beyond anything he could have expected from his old employer.
5. Poor old Twinkle hearing himself eulogized for the first time in his life sat in silence winking almost tearfully too amazed to be pleased.
6. At last he did come pushing back his chair and walking slowly up the room.
7. The young lady was looking forward with all interest probably wondering what the heroine would do at the critical moment.
8. Old and young in little coveys of fours fives half-dozens dozens ran along the sidewalks slipping and crashing over the broken glass making a terrifying and unearthly racket as they ran.

9. Two old men dragging a heavy bundle of household goods between them abandoned it in the street and fled screaming.

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*6. Use the comma after a long adverbial clause that begins the sentence. Certain conjunctions introduce clauses that are always set off: *as*, *since*, *though*, and *although*. Clauses beginning with *if* are usually set off.

If you were arranging furniture in a room, you would not put a piano on one side and a frail chair on the other.

When you have mastered the theory of balance, you will have conquered your first great artistic obstacle.

Since your first aim is to attract attention, you must avoid generalities.

As very few can resist a bargain, you can make a very strong head-line by appealing to the bargain spirit.

Exercise 235

Punctuate these sentences properly, giving the reason for every comma:

1. When the river is in flood great trees come sweeping down.
2. If the other heard he gave no sign.
3. As one of his customers said he could take the gayest dinner party that ever was and with a single glance of his faded blue eyes reduce it to a pile of dirty dishes and the bill.
4. After he had spoken the phrase they all remembered it was his.
5. If such a situation actually occurs the correspondents can rest assured that there are bigger openings waiting for them.
6. However unjust the complaint may be the adjustment correspondent must never let such feelings get the better of him.

7. Since you have asked him to solve the problem it is good business to grant his demands even when they are excessive.
8. Although I had letters to the town officials it was too early in the morning to present them.
9. Since he sent the wrong wheel I wrote him in this way.
10. As this occurred recently we have not yet learned the outcome.
11. If in doubt regarding the correct decision after all facts have been reviewed put it up to the customer.
12. Though he had been a prisoner during the time the Germans were there they forgot him the morning the French army arrived.

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*7. Use commas on both sides of parenthetical or explanatory words and phrases. Some of the commonest words so used are: *however*, *moreover*, *nevertheless*, *indeed*, *in fact*, *in the first place*, *I think*, *he said*, *in conclusion*, *it seems*. But you should always make sure that the expression is parenthetical or explanatory.

Take, *for example*, the slogan "Eventually—Why not now?"

But, *verily*, truth is stronger than comparative prices.

There are, *at times*, good reasons why articles are reduced and sold at actual cost

Human nature, *despite all discussion*, has not changed as to the bargain instinct.

Exercise 236

Punctuate these sentences properly, giving the reason for every comma:

1. Industry the giant transformer of Earth's raw materials into the peaceful needs of man bends to his fruitful task again.

2. When after the hearty exchange of greetings on board the launch we went on shore a very old man came forward.
3. Maybe we're going to do the impossible after all doctor.
4. It was not of course advertised as that.
5. It was a curious place to look at too in a way.
6. Old Isham himself though would have been curious anywhere in the world.
7. When all the envelopes have been opened, he directed the contents of each should be opened and examined.
8. Care must be taken of course to see that everything has been removed from the envelope.
9. An inexperienced mail clerk on the contrary may lose enclosures for he may neglect to hold each envelope between him and the light.
10. Moreover in glancing through the opened letter you should look for the signature.
11. Occasionally, a letter contrary to the usual practice is written on plain paper and concluded without a signature.
12. Even if the writer's name does not appear on the envelope, you should in such cases attach the envelope to the letter since the post-office stamp may identify the writer.
13. The department receiving the letter you see may be able to discover the writer from the post-office address and the subject of the letter.
14. An appeal regardless of what it is in a letter or advertisement makes either a favorable or an unfavorable impression.

CHAPTER XXXIV

MORE DIFFICULT PUNCTUATION[1]

229. Semicolon.—Use a semicolon to separate the independent clauses of a compound sentence, when they are not joined by a conjunction, or when they are exceptionally long.

Your account is long overdue; please remit by return mail.

Where previous correspondence has in any way established an acquaintanceship, a salesman may perhaps offer to shake hands; but a safer rule to follow is to wait until a prospect offers his own hand before the salesman offers his.

Exercise 237

Punctuate these sentences correctly, giving the reason for every comma and semicolon:

1. Most letters containing enclosures begin with an expression like "We are enclosing" some list the enclosures at the bottom of the letter.
2. "We beg to remain" is not the way to close a letter close it with some fact that will stick in the reader's mind.
3. Collectively complaints indicate quite graphically which parts of the organization are at fault and if the cost of the adjustment is also given the shortcomings are still further emphasized.

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[1] The matters in this chapter should all be deferred to the second year. Indeed, they should be taken up only after the rules in Chapter XXXIII have become matters of habit with the pupil.

4. A great many complaint letters are harsh sharp and quite offensive and it is a natural tendency of red-blooded Americans to reply to the customer in a like manner especially if the correspondent feels that the complaint is unwarranted.
5. In one way or another you are contributing your helpful mite but you chafe because there is so little for you to do the boy's share is so small so insignificant.

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230. Distinction Between Restrictive and Non-Restrictive.—The chief problem in punctuation occurs in those sentences where you have to decide whether a clause modifies closely or adds some explanatory idea. However, follow this rule invariably:

1. Use commas to set off clauses introduced by *though, although; so, so that, and so;* and *for, as,* and *since* that show a reason.

He was weary at eight o'clock, although his fellow-clerks were working as rapidly as ever.

He folded the letter according to directions, so that it ought to have fitted the envelope.

Great care should be taken with postage stamps, for they are money.

He said nothing and, as he did not stop to try to understand, I too fell silent.

I almost dropped the bowl of milk as that idea stung me. (*As* here indicates time and introduces a restrictive clause.)

I sat before the fire warming myself, since I was shivering too violently to stand.

I had not seen an American since I started out. (*Since* here indicates time and introduces a restrictive clause.)

2. Use commas to set off *when* and *where* clauses when the conjunctions mean *and then, and there.*

I know a bank where the wild thyme grows. (The *where* clause here means *on which* and modifies *bank* very closely.)

I was then sent out to Zurich, where I again found my credit unlimited.

He rose when his name was called. (The *when* clause means *at the time at which* or *as soon as*, and modifies *rose* very closely.)

He was walking slowly along the broad highway, when suddenly screams and shots in the woods at his left brought him to a halt.

3. Use commas to set off *who* and *which* clauses when the relative pronouns do not mean *that particular person* or *that particular thing*.

He doesn't like to part with flowers *which* he has picked or *which* have been given him. (Here both *which's* mean *those particular flowers*.)

We leave this evening for the Chateau of Alcsuth, which is not far from Budapest. (Here *which* means *and it*, so that the clause is not restrictive.)

The Tsar, who arrived this morning, alighted at Coburg Palace. (Here *who* means *and he*, so that the clause is not restrictive.)

I gazed in admiration upon the beautiful heads of the old Hungarian servants who took us to our rooms. (Here *who* means *those particular servants*, so that the clause is restrictive.)

4. Set off with commas *because* clauses when they do not mean *for the particular reason that*.

He scolded the colonel because we waited lunch for him. (Here because means *for the particular reason that we waited lunch for him*. It is consequently restrictive and is not set off by commas.)

The hour I spent with him was instructive from every point of view, because I had no trouble in starting him on the subject of the Tsar. (Here *because* does not mean *for the particular reason that*, and the clause is consequently set off.)

Exercise 238

Punctuate these sentences properly. Study very carefully whether the clause is restrictive or non-restrictive, and determine which of the four rules applies to each case.

1. All money enclosures which may consist of stamps currency money-orders checks or drafts are usually turned over to the cashier.
2. A letter which requires the attention of some other department than the cashier's should be sent to the other department but the money should be sent to the cashier.
3. As mistakes in the amounts enclosed are frequent the mail clerk should note on the face of the letter whether the amounts agree.
4. These big baskets laden with so many good things often dim our eyes with tears when we see what comfort and pleasure can be bought with little money.
5. We know from actual fact that that letter produced many times the returns the former letter did simply because it was the correct appeal to the sympathetic nature of people.
6. Today however we have a number of live-wire concerns the managements of which have a clear perception of the business-building possibilities that are present in the adjustment of complaints.
7. The adjustment department comes to realize the viewpoint of the customer who may have just cause for complaint.
8. There are upwards of seventy-five sources of complaint many of which have subordinate classifications.
9. With methodical regularity the German steel was pumped into the doomed city except for brief pauses once every hour when the artillery corps stopped to cool the guns.
10. The watch presents the same elements of mystery that once surrounded the automobile.
11. He has always been a great favorite with his stepmother who has trained him so well that few boys could surpass him in gentle manners.

12. She maintained rigid discipline which is characteristic of the Kayan household.

13. The unfeigned joy with which these people welcomed the return of their white ruler whom they had learned to recognize as their friend was a tribute of which any man could be proud.

14. He liked as he said to talk about the moon.

15. Indeed they were inevitable because there people talked about what they had thought about.

16. He was the least listened-to man because he rarely spoke.

17. It had seemed when the quiet little man first spoke as if it was a question easily brushed aside.

18. Though it takes some extra time the mail clerk should make a list of mail which is promised "under separate cover" because he may otherwise forget for which department it is intended.

19. He should check these lists daily for he can then notify the different departments to write for duplicates lost in the mail.

20. Although a business letter is usually addressed to the house and not to individual members of the staff the name of the department or the person for whom it is intended should be displayed near the salutation.

21. This letter was so unbusinesslike as to require the attention of several persons so the mail clerk wrote in the upper left-hand corner the names of all of them.

22. Each person in turn attended to his part of the letter and then checked his name so that no item in the letter might be overlooked.

23. This delaying action at the bridge was very important since a hundred and fifty thousand Germans might otherwise have been able to fall on the French right flank during a critical battle of the war.

24. I imagined a tall commanding woman would enter the little sitting-room where I had been waiting that sunny morning.

25. After a time he stopped in the center of the bridge where he could see the tugs puffing up and down in the bay.

231. Colon.—1. Use the colon to introduce an enumeration or illustration.

He decided to employ the following advertising media: circulars, circular letters, announcement cards, and billboards.

I have discovered a new quality in Ferdinand: he is the best of teachers for his sons.

2. Use the colon to introduce a long quotation.

On December 30 we wrote you as follows:

"There is a balance of $27.81 shown by our ledgers as past due on your invoice of August 25. Please take care of the matter at once."

We have so far received no acknowledgment.

Exercise 239

Punctuate correctly. Give the reason for every mark you insert.

1. When revising the sentence this point was brought up no one likes to feel that he has no part in the advertising that he receives
2. The following is based on correct principles as I interpret them everything that will make your home more beautiful is described in the furniture rug and drapery catalogue sent today at your request
3. Here are a few typical faults the tendency to regard the small dealer as of little importance wordiness the idea that personality means cheap wit the use of stereotyped phrases
4. The five motives that impel people to purchase are gain of money gain of utility satisfaction of pride satisfaction of caution yielding to weakness
5. My answer would be this the colleges in order to help business secure men who can think well and who can put their thoughts into writing should first make sure that their students do think accurately

232. Dash.—1. Use the dash to denote a sudden change or break in the thought.

> Look over the details, note their correctness of architecture—definite outlines, true to design throughout the section.

Such use should be very sparing, to avoid a slovenly appearance. Prefer periods and commas.

2. Use the dash before repetition or modification, as an indication of summary.

> The illustrations, the borders, the press-work—all are of the highest style of printing.
>
> Fifteen minutes of reading will give you an intelligent view of the whole paint problem—what paint is, how it acts, how to use it.

3. Use dashes as a substitute for marks of parenthesis.

> A few subscribers—only a small number—have delayed sending in their voting blanks.

Exercise 240

Punctuate correctly. Determine which rule for the dash applies and what reason governs the use of the other marks of punctuation.

1. It is to make the works of a watch an open secret that these advertisements are designed to instruct and protect you in buying a watch
2. The Punans live in the simplest form of houses mere leaf shelters moving from place to place as they exhaust their supply of food
3. To think of it a vast self-sufficient brutal empire laid down across the path of the world
4. He would move in the evening ponderously for he must have weighed two hundred pounds among the tables listening imperturbably to praise and blame

5. The volume of mail was large to the new mail clerk a great deal too large
6. Their opposites selfishness indifference discontent unreadiness to give up one's own ease and comfort in the interest of the general health and prosperity may also develop
7. To master science you must conquer mathematics arithmetic algebra geometry
8. It was almost amusing to think of the calm young Prussian lieutenants of artillery the same sort as those I had seen in Berlin two days before now five miles or more away from us quietly and unemotionally directing that cyclone of shells

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233. Marks of Parenthesis.—Use marks of parenthesis to inclose explanatory or strongly subordinated elements in a sentence.

> Our heater utilizes the enormous chimney and ash pit waste of top-feed heaters (25 to 40%).

Never use marks of parenthesis to enclose words you wish to omit. Erase them neatly, or run a straight line through them.

234. Quotation Marks.—1. Use double quotation marks (" ") to enclose a direct quotation—that is, the exact words of the speaker. Note the different arrangements of quotations and explanatory matter in these examples.

> "Don't think us hopeless optimists, but really we cannot print more stories with an unhappy ending," she wrote.
>
> "I am sorry," she said, "but it is not a business proposition."
>
> A moment later she returned, saying, "I am very sorry, but, as I expected, our business manager doesn't find it possible."

> One of the memorable points in the story is this: "She shook hands with me and said, in the old sympathetic manner, 'I cannot change the customs of our house, but I am very sorry for you.'"

You will note in the last sentence that a quotation within a quotation is enclosed in single quotation marks.

When the quotation is two or more paragraphs in length, quotation marks should be placed at the beginning of each paragraph, but at the close of only the last one. As an example, study the paragraphs on page 26.

2. You may use quotation marks to enclose the title of a book, poem, magazine, or article. Many printers, however, like to set up titles in italics. If you prefer that style, draw a single line under titles. Choose which you prefer, and follow it consistently.

> He was reading a book entitled, "The Principles of Advertising."

Exercise 241

Punctuate properly. Be sure to place the quotation marks on *both sides* wherever they are needed.

1. Well well Mr. Norvel he interrupted that is fairly conceded I think
2. Think of it yourselves he demanded. Put it into your own words
3. Did you say sir he asked that he went back three times
4. I remember Hugh Chalmers' saying Never put into a letter anything which has not a cash value
5. Everybody all right I called strapping on my belt of gold pieces and flinging on my clothes
6. Hello Jimmie he yelled how are you come right in glad to see you

235. The Apostrophe.—1. Use the apostrophe to denote the possessive case of nouns.

He always looked out for his employer's interests.
Ketcham and Cheatham's offices are famous.

2. The apostrophe should be used to represent omitted letters.

They don't say it isn't time, for it's clear it is.

3. Form the plurals of letters, figures, and other signs with the apostrophe.

Dot your *i's* and cross your *t's*.
We have in stock all sizes from 32's to 44's.

236. The Hyphen.—1. Use the hyphen to join the parts of a compound word.

Nothing in this window is over *twenty-five* cents.
The *blue-eyed* girl and the *black-haired* boy each wore a *three-cornered* hat.

In general, however, you should make your words solid. With the exception of the rule for numbers and compound adjectives, the only safe guide is the dictionary.

2. Use the hyphen at the end of a line to indicate that the remainder of a word will be found at the beginning of the next line. See line 9, page 408. Your only guide is that you should be able to pronounce each part separately.

Exercise 242—Review

Punctuate each sentence correctly, making quite sure of the reason for each mark inserted.

1. Barter the direct exchange of goods for goods said the gray-haired professor has always been practiced among all peoples and is still in vogue to a limited extent everywhere as in the trading at country stores exchanging eggs and other produce for groceries and other goods.
2. In other words make every word of your letter pay a profit and if what I have to say is properly applied it will make the words and sentences and paragraphs and demonstration parts of your letters pay a profit.
3. If you could see the joy that comes into every home when we deliver our Thanksgiving basket dinners those which generous men like yourselves have made possible you would go the limit in giving this year.
4. At noon salads sandwiches and cold meats are made appetizing and refreshing by a liberal use of this preparation and when it replaces hot unhealthful condiments at dinner not only are meats and vegetables more delicious but they are more easily digested.
5. Where autocracy and bureaucracy all forms of selfishness in government have been overthrown new forms of free government of the people by the people for the people must be established.
6. The gold coins of the United States are the gold dollar not coined since 1890 the 2½ dollar piece or quarter eagle the three dollar piece not coined since 1890 the five dollar piece or half eagle the ten dollar piece or eagle and the twenty-dollar piece or double eagle.
7. A former resident once told Tama Bulan a very intelligent chief that the earth turns but Tama Bulan protested that it could hardly be so for one could see that it is the sun which moves and the matter was not referred to again for several years when Tama Bulan one day remarked that he had decided to accept the statement for every white man he had asked said the same thing.
8. When we returned from our visit to Long Pelei the resident induced a seventeen-year-old Kayan boy Kebing who had not been well to come down the river in the hope that medicine and a change would benefit him.

9. He might have been asleep or dead he remained so quiet yet he was neither asleep nor dead for his eyes large wasted and luminous gazed out unwinking from the little darkness of his shelter into the vaster darkness of the night where a star burned in slow mutations now sailing high now sailing low over the rail of the ship
10. The rate of exchange between countries varies according to commercial and monetary conditions but the intrinsic par of gold-standard countries remains at fixed rates that is the United States gold dollar contains 23.22 troy grains and the English pound sterling 113.0016 troy grains or 4.8665 times the value of the dollar
11. As the men pass this general without a sword with no medals no gold braid no overcoat and in old red trousers the rain pelting on him the look on their faces is one of adoration
12. The President of the Republic went to the little ruined city accompanied by the Presidents of the Senate and the Chamber of Deputies and a great military entourage just to hang the jeweled Cross of the Legion of Honor about her neck although she was a little round apple-dumpling sort of woman in man's costume

Exercise 243

Divide into sentences and punctuate correctly:

1. Perhaps you have not realized that several items on the statement enclosed have gone considerably past 30 days they total $183.29 as we have shown oversights like this creep in on all of us but now that your attention has been called to the matter you will no doubt let us have your check for this amount at once and we trust you will keep us in mind with further orders too how are you fixed for soups if the government should mobilize the tin-can industry as is not unlikely canned soups will be at a premium in sending your check you would do well to put in a reservation for as many cases of soup as you can use in the next few months

2. dear sir the time for final action on your account has come we have used every honorable means to induce you to protect yourself we have appealed to your honor we have tried to arouse your self-respect apparently you are careless of both we are through we shall not ask you again for payment we shall now refer the matter to the proper authorities and you can explain to them which in view of certain circumstances we think you will suddenly find yourself very anxious to do

APPENDIX A

GLOSSARY

Ability means the power of accomplishing something. *Capacity* means the power to receive training or instruction. You have the *ability* to use most of the information that you have the *capacity* to receive.

Accept means to take something when offered. *Except* means to exclude or leave out. The law *excepts* aliens from taxes. The lawyer *accepted* the fee. In business letters *except* is nearly always a preposition; as, "Everybody *except* the cashier thought him an able man."

Access means admittance. *Accession* means coming into possession of an office or position. "He gained *access* to the room through a window." "On *accession* to the presidency, he abolished precedents."

Accredit means to give credentials. *Credit* means to believe. "He *credited* the man's statements because he came properly *accredited*."

Admit should be distinguished from *confess*. "She *admitted* that she arrived late." "She *confessed* that she had taken the money."

Advise means to give advice. It is much overworked in letters, where it should be confined to the actual giving of counsel. One large firm *advises:* "Avoid this word as you would a plague. It is the most abused of all business English words." *Claim* means to demand as a right. It, too, is overworked. Use *assert, allege, maintain*. Avoid following it with a noun clause. *State* means to set forth in detail. It likewise is overworked. For all three of these it is frequently better to use *inform you, tell you,* or *say*.

Affect means to influence, while *effect* means to accomplish. "He had to employ a lawyer to *effect* his release." "His pleas *affected* the judge visibly." *Affect* is never a noun in business letters. *Effect,* as a noun, means a result. "The collection letter had the *effect* of making the customer angry."

Agree among themselves, but *to* a proposal or decision, or *with* a speaker.

Allow. See "*Permit.*"

All right is always two words.

Allude implies an indirect reference, while *refer* means a direct mention. "He *alluded* to a notorious bankruptcy, when he *referred* to a celebrated attorney."

Allusion, meaning an indirect reference, must not be confused with *illusion*, a deceptive appearance. "He was under an *illusion* that rain was falling outside." "He never understood literary *allusions.*"

Almost, the adverb, must not be confused with *most*, an adjective or noun. Do not say, "It is *most* time for dinner," but "*almost* time."

Alternative properly means a *choice* between two things. It is better, then, not to say "a third alternative."

Amount means the total of number or quantity. *Number* is used of things that are counted. *Quantity* is used of things that are measured. "The total *amount* of the booty consisted of a large *number* of precious stones and an enormous *quantity* of silk."

Anywhere should be used instead of *any place.*

Apt indicates a natural or habitual tendency. *Liable* means unfavorable probability. *Likely* may mean either favorable or unfavorable probability. "Because he was *apt* at figures, his father thought he was *likely* to become a banker, but his mother feared he was *liable* to leave school before he earned his diploma."

As must not be used for *that.* "I don't know *as* it's true," should be "*that* it's true."

As per is frequently employed in business letters where *according to* would suit much better. "The enclosed folder is sent *according to* your instructions."

At all times or **at this time** is sometimes inserted in business letters when it has no meaning: "We are enclosing *at this time* a picture of the bungalow." Simply omit such useless expressions.

At hand or **to hand** is no longer in good standing in business letters. Say, "We have received your letter of August 2."

Attached hereto. *Hereto* is meaningless. You cannot attach a paper under separate cover.

At the present time. Say *at present*, and halve the space.

Avocation is not the same as *vocation*. Your *vocation* is your calling or regular occupation. Your *avocation* is properly only an occasional occupation.

Badly is frequently misused for *ill*, in the expression "I feel *badly*." Since *badly* is an adverb, the word should be *bad* or *ill*. On the other hand, "She's acting *bad* today" requires an adverb and should read, "She's acting *badly*." Watch your grammar.

Balance means, in bookkeeping, the difference between the sums total of two sides of an account. It should not be used for *rest* or *remainder*, meaning what is left. Do not say, "The *balance* of his time," but the *rest* or the *remainder*.

Beg should properly be followed by *leave*. But in business letters it is a relic of earlier formal courtesy, and should be omitted entirely. Do not say, "We *beg* to acknowledge," but "We acknowledge *with pleasure*."

Being that is an inexcusable expression for reason or cause. Use *since* or *because*.

Beside means by the side of, while *besides* means in addition. "*Besides* his other duties, he had to spend the noon hour *beside* the door of the vault."

Bring always implies motion toward the speaker. *Fetch* means to go after a thing and bring it back. *Take* suggests motion away from the speaker. *Carry* means to bear without any reference to the speaker. You cannot say, then, when you are on the second floor, "I'll *bring* it down stairs for you." Say either *carry* or *take*.

Can signifies ability; *may* signifies permission. "I *can* do the work today." "*May* I assist you?" or "He *may* come into the office now."

Claim, a request or demand for what is due one, is a much better word for business letters than *complaint*, which implies that the customer is disagreeably finding fault. See also "*Advise*."

Compare to means liken to. *Compare with* means to point out similarities and differences or to measure one thing by another. *Contrast* means to point out only differences between two things.

Complaint. See "*Claim*."

Complement, meaning that which completes, must not be confused with *compliment*, meaning praise.

Confer with means to talk with a person on a subject. *Confer upon* means to bestow an honor upon a person. "The president *conferred* with the faculty with regard to *conferring* an A.M. on the novelist."

Contents carefully noted is a useless phrase that frequently creeps into business letters. Omit it entirely.

Co-operate means to work together. Consequently *together* should never be used with it.

Council signifies a group of persons who advise some president or chairman. *Counsel* is either the legal adviser or the advice itself.

Credible means believable, whereas *creditable* means worthy of credit or praise. "It is entirely *credible* that the young man should at length make a *creditable* showing."

Custom usually applies to a group of persons. *Habit* applies to an individual and means the unconscious tendency to repeat an action. "He did not fall in with the *customs* of the country because his *habits* and beliefs were already formed."

Data, being plural, needs a plural verb. "The *data* were very carefully collected."

Definitive means conclusive, final. It should not be confused with *definite*, meaning certain, precise. "Before presenting a *definitive* report, may I request *definite* information on three points?"

Depreciate, meaning to lower the value of, is sometimes confused with *deprecate*, which means to express disapproval of. "He *deprecated* the announcement that the goods had *depreciated* during the summer."

Differ from expresses unlikeness; *differ with*, expresses divergence of opinion. "I beg leave to *differ with* you; this cloth does *differ from* the sample."

Different from should always be preferred to the inexcusable form *different than*. "Our goods are *different from* others."

Disagree should be followed by *with* instead of *from*. "He *disagreed with* his partner concerning the store policy."

Discovery is the finding of something already in existence. *Invention* is creating something for the first time. "Franklin *discovered* the identity of lightning and electricity and *invented* the lightning-rod."

Distinct means separate or well defined; but *distinctive* means that which distinguishes an object from others. "The *distinctive* feature of this outing was a shore dinner."

Due must not be confused with *because of*. It must always refer to a noun. "His lateness was *due* to laziness." "*Because of* his lateness, he was required to remain after hours." *Due us*, referring to a pronoun, is not good English. Do not say, "You are due us $2," but "A balance of $2 is due us."

Effect. See "*Affect.*"

Enclose is often spelled *inclose* with no change of meaning. "*Enclosed please find*" should be "*Enclosed is.*" *Please* is unnecessary. See page 149.

Enormity, referring to moral quality, means great wickedness. *Enormousness* means great size. "The *enormity* of his crime was equaled only by the *enormousness* of her demands."

Enthuse is not yet in good use. Say, "He was *enthusiastic* about the new clerk."

Esteemed in such expressions as "your *esteemed* favor" is no longer in good use.

Etc. means "and so forth." To use it means that you have not thought out your letter.

Everywhere is much preferable to *every place.*

Except, when used as a preposition, must have an object. *Without* is always a preposition and must always have an object. *Unless* is always a conjunction and must introduce a clause. "I cannot go *except* or *without* you go," is consequently wrong. Say "*unless* you go." See also "*Accept.*"

Exceptional signifies out of the ordinary. *Exceptionable* signifies imperfect or objectionable. "He was an *exceptional* secretary, yet some of his transcribing was *exceptionable.*"

Expect means to look toward the future. *Suspect* always implies distrust. *Suspicion* should be used only as a noun. You do not *suspicion,* but you *suspect* a man's motives. It is better to say "you *hope*" than "you *expect*" that your order has been received.

Farther should be restricted to distance in space. *Further* refers to quantity or degree. "I have written nothing *further.*" "He lives *farther* out than I thought."

Favor means an act of kindness. It should not be used for *letter*. You may say, "I thank you for the *favor* of an early reply," but not "Your *favor* of recent date."

Few or **fewer** refers to number; *less* refers to quantity. "He had *fewer* troubles because he had *less* money."

Find means to discover or come upon; *locate* means to establish or place in a spot or position. "I cannot *find* him by telephone." "He *located* a branch store on upper Broadway."

Former and **latter** refer to one of two persons or things. In referring to more than two you will express the idea more clearly by *first, second, last,* etc.

From should be used instead of *off of*. The latter is entirely incorrect, the *of* being unnecessary. "He borrowed a pencil *from* me." "I got a nickel *from* my chum." "He took the book *off* the shelf." "He jumped *off* the porch."

Funny means laughable. It should not be used in letters or other writing for *odd* or *strange*, which mean "out of the ordinary." Not, "It's *funny*," but, "It's *odd* or *strange*, that he should not see the disadvantage of disappointing his employer."

Good is an adjective and should be used to modify a noun. *Well*, the corresponding adverb, should be used to modify a verb. "His eyesight is *good*, but he does not follow copy *well*." In another sense, *well* is an adjective. "Yes, I feel *well* this morning."

Guess signifies to indicate an opinion concerning what is unknown. Do not use it in writing for *think* or *suppose*. Not, "I *guess* he will let us go," but "I *think* he will." "I *guess* it is in your right hand."

Habit. See "*Custom.*"

Had ought is entirely inexcusable. Say, "He *ought to have* come." "He *ought not to have done* so."

Hand you, though once common in business letters, is absurd. Say, *send you.*

Hanged should be used of criminals. *Hung* is said of pictures, clothes, and the like.

Healthy usually applies to persons, *healthful* to surroundings, and *wholesome* to foods.

Hereto. See "*Attached.*"

Herewith should never be used in letters with *enclose*, which means "put in this envelope."

Hire means to obtain the use of a thing for pay. *Let* means to allow the use of it for pay. *Lease* means to let by written contract. "He *leased* the house for a year." "He *hired* a chauffeur from a garage that had cars to *let.*"

Idea. See "*Opinion.*"

If and **whether** are alike in implying uncertainty, but *whether* must be followed by *or not*, expressed or understood. "*If* you prepare your lessons now, you may go to the movies." "We shall be glad to learn *whether* you find this satisfactory."

Ill is an adverb as well as an adjective. There is no such word as *illy.*

Illusion. See "*Allusion.*"

Inside of does not denote time. Say, "*Within* an hour I shall return."

In so far as. Omit the *in*, which has no meaning here.

Inst., ult., prox. are abbreviations of the Latin words *instant, ultimo, proximo* (for *instante mense* "in the present month," etc.), used to refer to the present, the last, the next month. They are no longer used in good business letters. Refer to the month by name: "Your letter of August 10."

Invention. See "*Discovery.*"

Kind and **sort** are singular, and should never be modified by *these* or *those.* Say, *this kind, that kind.*

Kindly and **kind** are frequently misused in letters in an effort to be courteous. "Your *kind* letter," should refer only to one which is really kind; ordinary letters do not deserve the epithet. *Kindly* is often misplaced. Do not say, "I thank you *kindly*," but "I thank you *for your kindness.*" "*Kindly* report at the office," is not so courteous as, "*Please* report at the office."

Latter. See "*Former.*"

Learn means to acquire knowledge; *teach* means to impart knowledge. The child should *learn* what the school tries to *teach.* It can *teach* you, but you must study *to learn.*

Leave means to depart; *let* means to permit. "Mother *left* me," means that she went away from you. "Mother *let* me play," means that she granted you permission.

Less. See "*Few.*"

Liable. See "*Apt.*"

Like is never a conjunction and consequently must never be used for *as* or *as if*. *Never follow like with a verb.* "She writes *like* me." "She writes as well *as* I do." "She writes *as if* she had all day to do it in." (See page 376.)

Likely. See "*Apt.*"

Line, in such expressions as "*line* of business" and "*line* of credit," should be avoided. Say, "*kind* of business." "We grant him *credit* into four figures."

Locate. See "*Find.*"

Love signifies a deep affection; *like* signifies a slight attachment. Do not say, "I just *love* apple pie!" You *love* your mother but *like* apple pie.

Mad signifies insane. For the irritations of daily life it is better in your writing to use *vexed* for the slighter and *angry* for the deeper feelings. Not, "I'm *mad* at you," but, "I'm *angry* with you."

Majority is more than half; *plurality* is more than the next highest. Lincoln did not receive a *majority* in 1860, but he had a large *plurality*.

Many refers to number; *much* to quantity. "He bought *much* candy and *many* oranges."

May. See "*Can.*"

Most. See "*Almost.*"

Much. See "*Many.*"

Mutual properly refers to only two persons. *Common* means what belongs equally to two or more. "It is to our *mutual* interest to settle the difficulty at once." "We all have this much in *common*, that we wish to get on in the world."

News is singular. "The *news* was unexpected."

Nowhere near and **nothing like** are too colloquial to be used in writing for *not nearly*. She is "*not nearly* so graceful as her sister."

Number. See "*Amount.*"

Oblige should never be used in letters with "Yours truly." It is long out of date.

Observance means keeping or celebrating as a holiday or anniversary. *Observation* is looking at or watching. "His *observation* of every minute detail was close, but his *observance* of Sunday was lax."

Of is once in a while written for *have*. Not, "I *should of* written," but, "I *should have* written."

Off of. See "*From.*"

On should never be used, in such expressions as, "It melted *on* me."

Opinion is a conclusion or belief arrived at by thought. *Idea* is a conception or supposition which may have little foundation. "His *ideas* of courtesy were vague." "In his *opinion*, the campaign would not succeed."

Our Mr. Smith appears sometimes in business letters in referring to a salesman of the firm. Nowadays it is considered better form to write, "Mr. Smith, our representative," or merely, "Mr. Smith."

Part should not be confused with *portion*, which means a part assigned or allotted. "Will you give me my *portion* of the pie now?"

Party, except in legal documents, means a group of *persons*. Do not say, "I had a talk yesterday with a *party* in town," when you mean a single person.

Permit indicates formal consent; *allow* signifies tacit assent or agreement. "The teacher *allowed* the pupils to talk. He *permitted* John to leave the room."

Plentiful is an adjective; *plenty* is a noun. "Fish are *plentiful* in these waters." "He had *plenty* of money to spend."

Practical means characterized by common sense, not theoretical. *Practicable* means capable of being accomplished. "A plain, *practical* man rose to propose a *practicable* plan of meeting the difficulty."

Principal means chief or most considerable. *Principle* means a rule or truth. Observe the difference in spelling.

Proposal. See "*Proposition.*"

Propose means to state a plan to others for consideration. *Purpose* means to determine in one's own mind. "He *purposed* to go home and study, but some friends *proposed* that they go to the ball game."

Proposition is something to be discussed; a *proposal* is an offer of some kind. "His *proposal* of 6 per cent was accepted." "The *proposition* was whether the funds should be raised by selling bonds or issuing new stock." Never say, "Here's a fine *proposition* for you," meaning an offer or opportunity.

Prox. See "*Inst.*"

Quantity. See "*Amount.*"

Quite means entirely or noticeably. *Quite some* as in "*Quite some* time," is inexcusable. Say, "A *long* time," or "A *considerable* time."

Rarely if ever or **rarely or never** should be used instead of *rarely ever* or *rarely or ever.*

Real is an adjective. "It is *real* dry here," should be, "It is *really* dry," or "It is *very* dry."

Recent date is a useless phrase in business letters. Say, "Your letter of January 10," or "Your letter concerning the date of shipment."

Reckon, which means to calculate, should not be used for *think* or *believe.*

Same should never be used as a pronoun. Use *it* or *they.* "Your letter received and in reply to *same,*" should be, "in reply to *it.*" Be particularly careful to avoid this error in business letters.

Seeing that should never be used for *since* or *because.* Not, "*Seeing that* you are here, it will be all right for us to go," but, "*Since* you are here, etc."

Seldom if ever or **seldom or never** should not be miswritten *seldom ever* or *seldom or ever.*

Shall and **will.** See pages 359–361, 362–365.

So —— as are the proper correlatives with a negative. "She is not *so* rapid a typist *as* her sister." But in positive statements: "He is *as* rapid *as* I am."

Some is an adjective. It should never be used for the adverb *somewhat.* "He is *somewhat* better today."

Something is a noun, and should never be used for the adverb *somewhat.* Not, "He is *something* taller," but, "He is *somewhat* taller."

Sort is singular. Do not say "*those* or *these* sort." See "*Kind.*"

Splendid properly means brilliant, shining. It should not be used for *good* or *fine.* Not, "She's a *splendid* dancer." Say, "She's a *graceful* dancer." Note what is said on pages 43–45 about specific words.

State is much overworked in business letters. Use *say.* "In reply I beg to *state,*" should be "In reply let me say." See also "*Advise.*"

Suspect. See "*Expect.*"

Suspicion. See "*Expect.*"

Them is always a pronoun, never an adjective. Never say "*them* potatoes."

This here and **that there** are inexcusable. *This* and *that* are sufficient.

Ult. See "*Inst.*"

Valued is just as useless in business letters as *esteemed*. Omit it.

Ways is sometimes misused for *way*. "We are a long *way* from home."

Well. See "*Good.*"

What is frequently misused after *than*. Not, "This is better *than what* you will find in the city," but, "This is better *than anything* you will find in the city."

When means "at the time that." *While* means "during the time that." "*While* he was there, I had time to take a swim and shave." "*When* the bell rang, I was ready for dinner."

Whence means "from which place or cause." Consequently *from* should not be used with it. "*Whence* he came I did not learn."

Whether. See "*If.*"

Without. See "*Except.*"

Would say, would thank you, wish to say, and similar expressions are too old fashioned and clumsy to be used in business letters nowadays. (See page 147.) Use conversational language. Instead of "*Would* thank you to check this item," say, "*Please* check this item." It is equally courteous and more direct.

Writer is sometimes used in business letters to avoid the pronoun *I*. Such use is clumsy and to be avoided. Use *we* or *us*. "Your inquiry has been referred *to the writer*," should be "*to me.*"

APPENDIX B

STATES AND TERRITORIES OF THE UNITED STATES

The following abbreviations are recognized as official by the Post Office Department.

Ala.....Alabama	Neb.....Nebraska
Ariz.....Arizona	Nev.....Nevada
Ark.....Arkansas	N. C.....North Carolina
Cal.....California	N. Dak.....North Dakota
Colo.....Colorado	N. H.....New Hampshire
Conn.....Connecticut	N. J.....New Jersey
C. Z.....Canal Zone	N. Mex.....New Mexico
D. C.....District of Columbia	N. Y.....New York
Del.....Delaware	Okla.....Oklahoma
Fla.....Florida	Pa.....Pennsylvania
Ga.....Georgia	P. I.....Philippine Islands
Ill.....Illinois	P. R.....Porto Rico
Ind.....Indiana	R. I.....Rhode Island
Kan.....Kansas	S. C.....South Carolina
Ky.....Kentucky	S. Dak.....South Dakota
La.....Louisiana	Tenn.....Tennessee
Mass.....Massachusetts	Tex.....Texas
Md.....Maryland	Vt.....Vermont
Mich.....Michigan	Va.....Virginia
Minn.....Minnesota	Wash.....Washington
Miss.....Mississippi	W. Va.....West Virginia
Mo.....Missouri	Wis.....Wisconsin
Mont.....Montana	Wyo.....Wyoming

The following names should not be abbreviated:

Alaska	Hawaii	Iowa	Ohio	Samoa
Guam	Idaho	Maine	Oregon	Utah

APPENDIX C

ABBREVIATIONS OF COMMERCIAL TERMS

In business forms, as opposed to business letters, a great many abbreviations are used, because they save a good deal of time. The abbreviations vary with the kind of business in which the forms are to be filled in, but the following are the commonest:

@.....At
A 1.....First-class
a/c.....Account or on account
acct.....Account
ad., advt....Advertisement
agt.....Agent
A.M.....(*Ante meridiem*), forenoon
amt.....Amount
ans.....Answer
asst.....Assistant
atty.....Attorney
av.....Average
ave.....Avenue

bal.....Balance
bbl.....Barrel
bdl.....Bundle
B/E.....Bill of exchange
bgs.....Bags
bkts.....Baskets
B/L, B. L, B-L.....Bill of lading
bldg.....Building
bls.....Bales
bt., bot.....Bought
bu.....Bushel
bx.....Box

C.....One hundred
c., ¢.....Cents
cf.....Compare
c. a. f.....Cost and freight
chgd.....Charged
c. f. i.....Cost, freight, and insurance
ck.....Check
clk.....Clerk
c/o.....Care of
C. O. D.....Cash on delivery
Cr.....Credit, creditor
cr.....Crate
cs., c/s.....Cases
cwt.....Hundredweight
C. W. O.....Cash with order

d.....Pence
D. B.....Day-Book
dept.....Department
dft.....Draft

dis., disct....Discount
dist.....District
div.....Dividend, division
do.....The same, ditto
dol.....Dollar
doz.....Dozen
Dr.....Debtor
ds.....Days

ea.....Each
e. e., E. E....Errors excepted
e.g.....For example
etc.....And so forth
ex.....Example
exch., ex.....Exchange
exp.....Express, expense

Fahr.....Fahrenheit
fgt., frt.....Freight
fig.....figure
F. O. B. } ...Free on board
f. o. b. }
F. O. R.....Free on rails
for'd.....Forward
fr.....Francs
ft.....Foot, feet

gal.....Gallon
G. F. A.....General Freight Agent
gi.....Gill
G. P. A.....General Passenger Agent
gr. wt.....Gross weight
grs.....Grains
guar.....Guarantee

hdkf.....Handkerchief
hf.....Half
hhd.....Hogshead
h. p.....Horse-power
hrs.....Hours
hund.....Hundred

ib., ibid......In the same place
id......The same
i.e.....That is
in.....Inches, inch
inc.....Incorporated
ins.....Insurance
inst.....(*Instant*) Present month. (To be avoided in referring to letters)
int.....Interest
inv.....Invoice
inv't.....Inventory
I. O. U.....I owe you

jour.....Journal

kg.....Keg

lb.....Pound
L/C.....Letter of Credit
L. C. L.....Less than car-load lot
£, s, d.....Pounds, shillings, pence
Ltd.....Limited

M.....(*Meridies*), noon
M.....Thousand
m., min.....Minute
max.....Maximum
mdse.....Merchandise
memo.....Memorandum

mfd.....Manufactured
mfg.....Manufacturing
mfr.....Manufacturer
mgr.....Manager
Mme.....Madame
MS.....Manuscript
MSS.....Manuscripts

N. B., n. b...Take notice
No., Nos.....Number, numbers

O. K.....All correct or approved
oz.....Ounce

p., pp.....Page, pages
Payt.....Payment
p. c., %.....Per cent, by the hundred
pc., pcs.....Piece, pieces
pd.....Paid
pk.....Peck
pkg.....Package
P.M.....(*Post meridiem*), afternoon
P. O.....Post-Office
pr.....Pair
Pres.....President
pro tem.....(*pro tempore*), for the time
prox.....(*proximo*), next month. (To be avoided in referring to letters)
P. S.....Postscript

qr.....Quarter, quire
qt.....Quart

rec'd.....Received
rec't.....Receipt
ref.....Reference
ret'd.....Returned
R. F. D.....Rural free delivery
R. R.....Railroad
Ry.....Railway

s.....Shillings
S/D.....Sight Draft
sec.....Secretary
sq.....Square
S. S.....Steamship
stbt.....Steamboat
str.....Steamer
Supt.....Superintendent

T.....Ton
Ton., Tonn..Tonnage
Treas.....Treasurer

ult.....(*u l t i m o*), last month. (To be avoided in referring to letters)

V.....Five
v., vs.....(*versus*), against
via.....By way of
viz.....Namely
vol.....Volume

W/B.....Way-bill
wk.....Week
wt.....Weight

yd.....Yard
yr.....Year

APPENDIX D

TELEGRAMS

Nature of a Telegram.—Telegrams are letters much abbreviated. You must write briefly because the charge varies with the number of words. You must make the meaning clear, else there is no excuse for sending the message. But you need not try to be personal, or to use elaborate courtesy, or to frame complete sentences. In fact, you should rely chiefly on nouns and verbs. Where you need them, bring in pronouns and adverbs. But avoid prepositions and adjectives. Spell out figures, because each is sent as a separate word. Make your meaning clear without punctuation, because punctuation is not transmitted.

Wordy message:

Rockland, Me.
March 15, 1920

Messrs. Anson and Chalmers
12 Court Street
Boston, Mass.

I cannot keep appointment. I have been delayed by missing the boat. Samples already on board. Hope to arrive on next boat.

Abner Groves

This not only uses too many words, but leaves the firm uncertain when Mr. Groves will arrive. He should not rely on their having the boat schedule at hand. He should have kept the reader more sharply in mind while he was planning his message to be sure of giving exactly the information needed. He should also have kept in mind his own pocketbook. The message can be stated even more clearly in ten words. The form on the next page shows one way of writing the message.

Improved:

Rockland, Me.
March 15, 1920

Messrs. Anson and Chalmers
12 Court Street
Boston, Mass.

Missed boat. Cannot keep appointment. Arrive with samples Wednesday.

Abner Groves

Kinds of Telegrams.—There are four forms of telegrams: (1) the regular telegram or day message, (2) the day letter, (3) the night message, and (4) the night letter. You should be very careful to indicate definitely the form you desire for your message. No charge is made in any of the four forms for the address or the signature.

Unless otherwise marked all telegrams are treated as day messages, that is, as ordinary full-rate telegrams, which are given precedence by the telegraph company over all other forms of messages. The charge, varying with the distance the message is to go, is based upon a message of ten words and increases with each additional word.

The day letter is accepted by the company at any time of day or night, but it is transmitted at the company's convenience, yielding precedence to regular telegrams. It is designed for longer communications that will not suffer from the few hours' delay thus caused. The charge for a day letter of fifty words is one and one-half times the cost of a telegram of ten words. The company reserves the right to telephone the message at its destination to the addressee.

A night letter of not more than fifty words may be sent at the same cost as an ordinary telegram of ten words. It is accepted by the company up to 2 A.M. for delivery on the morning of the ensuing business day, but at its destination it may be mailed to the addressee. It is frequently used to explain more fully the business mentioned in the regular telegram sent during the day.

The rate of the night message is lower than that of the day message. There is an extra charge for each word above ten. Conse-

quently, longer messages are usually cheaper when sent as night letters.

In cablegrams every word, including names, address, and signature, is counted. For this reason nearly all cablegrams are sent in code, where a whole phrase is represented by a single word.

For both cablegrams and telegrams, the sender should study the rules on the reverse of the form provided for the message.

Exercises

Write telegrams in ten words, if possible, but keep them clear.

1. Reserve a section in a Pullman sleeping-car from Chicago to New Orleans, or the reverse. Have you given the train, the date, and so on?

2. Engage a room at the Blackstone in Chicago or the Grunewald in New Orleans. Have you given clearly the date, kind of room, rate, and so on?

3. Telegraph S. R. Hickson, of Chicago or New Orleans, saying that you are to be in a specified hotel on a designated date and asking for an appointment.

4. Make an appointment for one of your salesmen to meet you at one of the hotels in 2.

5. Your buyer has gone to New Orleans to purchase sugar. Since his departure you have discovered a quantity sufficient for immediate needs. You wire him: "Disregard sugar instructions. Wire terms delivery November fifteenth. Letter follows." Write him a night letter explaining the situation and stating your instructions for contract.

6. On account of a wreck you are unable to keep an appointment with James Lavater, President of City Bank, Pittsburgh, Pa. Wire him to that effect, and ask that the reply be sent to Reynolds Hotel Jonesboro, Tenn., in answer to your request for another appointment

7. Write Mr. Lavater's reply.

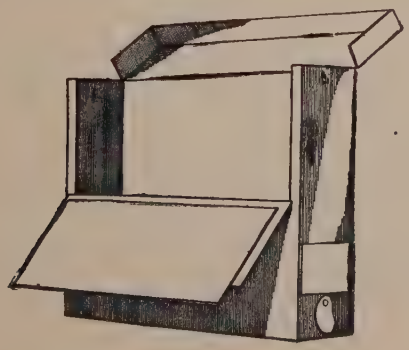
APPENDIX E

FILING

The Purpose of Filing.—Have you a good memory? Do you ever forget whether you put the theme in the French book or the history? When you look for it, do you remember whether it was placed in the front, or the back, or somewhere in the middle?

Filing systems have been invented to overcome such difficulties and uncertainties. The business man, even if he has a remarkable memory, cannot afford to take chances with business papers. He must be able to find any paper he wishes to lay his hands on. Consequently, he must have a place for every kind of paper. In the second place, he must be able to find the paper quickly. To look through a pile of papers, and at the third search to find the letter at the bottom of the pile is not only vexatious but costly. The letter must be found at once. Security from loss, and ease of reference are essential in a file.

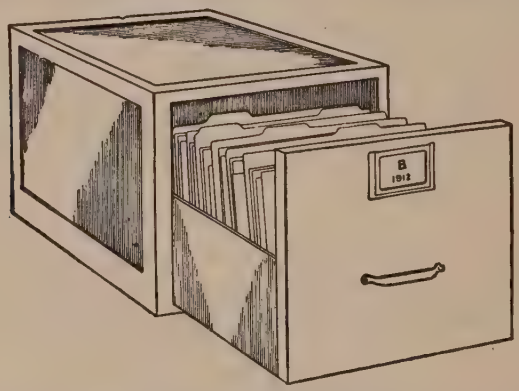
Box Files.—The simplest kind of file is a box about a foot square and three inches deep. Inside, a set of index sheets is fastened to the back. At the front or outer edge of each sheet is a projection or



tab bearing a letter of the alphabet. The tabs are so arranged that on opening the box one can see the whole alphabet at once. If a letter or a carbon copy is to be filed, it is merely placed behind the proper sheet. Thus correspondence with John Adams would be placed behind the sheet bearing *A*. When one box is filled, a label can be pasted on the back indicating the dates covered, as January, 1918, to June, 1919. Later correspondence would be placed in a new box.

Sometimes drawers take the place of boxes. Some drawers have a spring to hold the papers fast. Others have posts which run through the correspondence and keep it from slipping.

Vertical Files.—In large offices the vertical file is found to be most convenient. It consists of a drawer or set of drawers, large enough



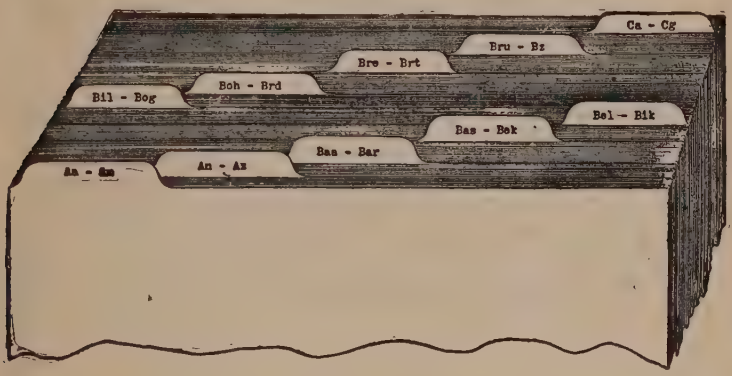
to permit the letters to stand edgewise. The drawer can be drawn out its full length, so that one can easily consult the letters and other papers at the very back.

The correspondence is kept in folders of heavy manila paper, which will hold as many as fifty letters upright. The rear edge projects a half-inch above the front, or else contains a tab, on which the name or subject of the folder may be written.

To increase the ease of reference, each drawer is fitted with a set of guides of heavy pressboard, which will not bend and will therefore keep the folders flat. Each guide carries a tab on which a letter of

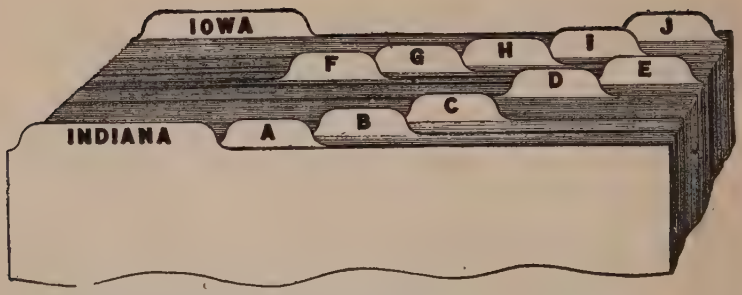
the alphabet or some name may be printed or written. A partition, which may be locked in any position, keeps both guides and folders vertical but loose enough for easy reference.

Alphabetical Filing.—To enable one to find at once the one letter that is wanted among the thousand in the drawer, a system of index-

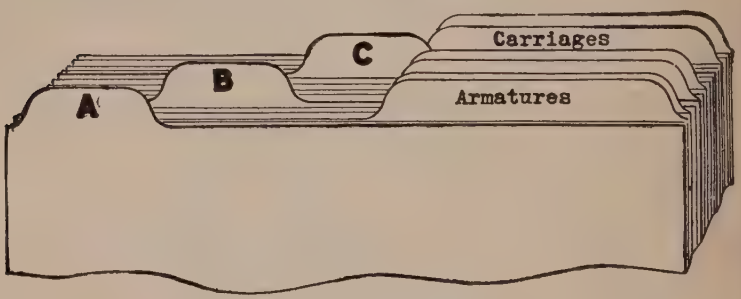


ing is needed. The commonest arrangement is in alphabetical order. In it all letters are filed under the name of the correspondent. The guides each bear a letter. The letters from and to T. H. Hughes would be placed in a folder behind the guide marked *H*. Where the correspondence is large, the guides may number as many as 40, 80, or even more. For example, there might be two guides for *C*, one headed *Ca-Cl* and the other *Co-Cy*. Letters from Clark would be placed after the first, and from Curtis after the second guide.

Geographic Filing.—Where a manufacturer sells to dealers in different parts of the country, an alphabetical file is useful. In such a system the guides bear the names of the states, and the folders are arranged alphabetically behind them. Not only his name but his address has to be watched in filing these letters. Where the correspondence is bulky, additional guides may give the names of towns or counties and even the whole alphabet.



Subject Filing.—In rare instances, as with railway companies, the subject of a letter is of more importance than the name of the



writer or his address. Where such is the case, guides bearing the needed subjects will be used, and the letters in each subject can then be arranged alphabetically by the names of the correspondents.

Exercises

1. Compare the various systems for ease of filing, ease of reference, security against loss of papers, and possibly ease of expansion.

2. What kind of file should you select for:

(a) The manager of a football, basketball, or baseball team in school?

(b) The principal of your school?
(c) The postmaster of your town?
(d) The largest dry-goods store of your town?

3. Can you find out how:

(a) The cards of the pupils in school are filed?
(b) The records of pupils who have left school are filed?
(c) The correspondence of the principal is filed?
(d) The papers of the station agent of the railway are filed?
(e) The records of a grocery store are filed?

4. Which system of filing have you developed for the filing of the business letters you have collected? See Exercises 16 (9), 64, 69, 78 (1), 87, 89 (2), 102 (1), 120 (4), 134 (1), 141 (5).

APPENDIX F

PROOFREADING

On the following page will be found an explanation of the meaning of the symbols used by proofreaders to indicate corrections to be made in proof. On page 438 is shown a badly set-up paragraph which has been marked for correction.

The two pages represent a kind of symbol language which all printers use. As one of your duties may be to see that an advertisement or other printed matter appears as you wish it, you should study these symbols carefully.

Your first care should be to furnish the printer the most legible manuscript you can prepare. To do so will save you time, trouble, and expense. Besides, it is only fair to the printer.

The compositor, that is, the man in the printing establishment who sets up the type, arranges it, as he proceeds, in metal trays usually about two feet long, called "galleys." As each galley is filled, an impression of the type, called "proof," is taken on a strip of paper. This "galley proof" is first read carefully by the proofreaders at the printer's, to see that it corresponds with your manuscript. The changes that are necessary are marked in the margin by means of the symbols on the next page. Then a reviser goes over the galley very carefully to see that all corrections are made in the type. Sometimes this has to be repeated more than once to reach a "clean" proof. This proof is sent you with the copy which you furnished the printer.

You should examine this closely to see that the printer has not overlooked or misunderstood any part of your copy. You should indicate all necessary corrections in the margin with ink, for pencil marks may be smudged or otherwise blurred. In this process you should use only these symbols to insure that your directions are followed. Study the list carefully before you attempt any corrections.

ϑ	Delete; take this out.
¶	Make a new paragraph here.
No ¶	Run on without a paragraph here.
tr	Transpose lettres words or.
ↄ	Turn the reversed letter.
#	Let there be a space.
⌣	Take out the letter and close up.
v∧	The spacing is bad; space evenly.
overrun	Carry over to the next line.
center	Put in the middle of the line or the page.
□	Indent one em (the space occupied by a letter in the same size of type).
[	[Move to the left.
]	Move to the right.
⌐	Elevate.
⌴	Lower.
⊥	Push down space which has worked up.
lead	Insert lead to widen space between lines.
X	Broken type — correct it.
wf	Wrong font — letter of wrong size or style.
═	Straighten crooked line.
‖	Straighten alignment at side of page.
stet	Restore ~~or retain~~ words crossed out.
out-see copy	Some words in the copy been omitted in type.
ⓘ	Query to the author or the editor: Is this passage as it should be?
⊙	A period belongs here.
=	A hyphen belongs in boarding house.
∨	Insert an apostrophe in children's.
∨ ∨	Insert quotes here.
∧	Where you find the mark insert a comma.
caps	Put this passage in capitals.
sc	Put this passage in SMALL CAPITALS.
lc	Put this passage in LOWER CASE.
rom	Put this passage in *roman* type.
ital	Put this passage in italic type.
bf	Put this passage in bold face type.

Royalties are based on the retail selling price of a book and the price at which a book is issued must be decided by the publisher. ~~This is as it should be.~~

The main factors in determining the price are:

1. The costs of material and manufacture
2. Discounts to booksellers
3. Advertising
4. The time it will take to reimburse the publisher for all these outlays.

No publisher can afford to lock up his capital too long in so he must set his price high enough to reimburse himself in a reasonable time. The author will gain in receipts from ~~from~~ royalties on a high price what he may think he will lose in the number of sales had his book been issued at a more popular price.

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